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No. 1

INTEGRATING POPULATION EDUCATION IN LITERACY CAMPAIGNS

The two day seminar on integrating population education with literacy campaigns which concluded in Hardwar (U. P.) on March 20, 1993 recommended that special training on population education should be given to the functionaries at all levels. It also recommended that resource persons should also be involved in the implementation stage alongwith the volunteers.

It recommended that to get maximum advantage of linking literacy with population education, the department of education and family welfare interact more closely and workout mechanism which promote the cause of both.

The Seminar convened by the Indian Adult Education Association in collaboration with Department of Adult, Continuing Education and Extension, Gurukul Kangri Vishvavidyalaya (GKV) was attended by 30 participants representing the Universities, Colleges, NGO's and other educational institutions.

Inaugurating it, the Vice-Chancellor of GKV Prof. Subhash Vidyankar said moral values must be added to the literacy programme

which would ultimately help in controlling population. He said in literacy education mental and spiritual development should be interwoven.

Shri B.S. Garg, President, IAEA in his presidential address said that total development of the individual should be the main thrust of literacy campaigns and population education should be an in-built component in literacy programmes.

Earlier, Prof. Bharat Bhushan, Registrar of the Vishvavidyalaya, in his welcome speech said that education of children and adults should be undertaken simultaneously so that illiteracy is attacked at its source.

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

During the plenary sessions the following papers were presented :

- 1) Integrating Population Education with Literacy Campaigns.
- 2) Population Education in Adult Literacy — In Retrospect and Prospect.

3) Population and Literacy.

Recommendations

It made the following recommendations :

1. The seminar on integrating population education in literacy campaigns held in Hardwar on March 19-20 notes with regret that the country has failed to control its population inspite of over 40 year of work in family planning.

2 The seminar feels that the literacy and population control are most important issues on which the growth of the individual, community and the nation depend. It therefore stresses the integration of the two so as to bring a significant change in the quality of life of the masses.

3. The seminar notes with satisfaction that total literacy campaigns have been launched in about 190 districts of the country but not many meaningful efforts have been made to integrate population education in literacy campaigns. It calls for concerted efforts to integrate the two so that the benefits of literacy and of the small family reach all sections of the community.

4 The seminar feels that the component of population education

should be integrated at the environment building stage so that literacy campaigns might not confine only to imparting of three R's but should also include message on the need for a small family.

5. To achieve the objective of integrating population education in literacy campaigns, the seminar recommends that special training/orientation on population education should be given to the functionaries at all levels. In addition to this, it feels that resource persons in population education should also be involved in the programme in the implementation stage so that imparting of population education should not remain merely with the volunteer instructors only.

6. The seminar recommends that the population education should be integrated in the curriculum both at the under graduate and post-graduate levels so as to get trained manpower to impart population education.

7. It recommends that both in the primers and follow-up materials special emphasis should be given to the population education so that along with literacy the message of the small family norm is adopted by the beneficiaries in their daily life.

8. To get maximum advantage of linking literacy with population education, the seminar recommends that the departments of education and the family welfare interact more closely and workout mechanism which promote the cause of the both.

9. The seminar recommends that the dialogue of integrating population education with literacy campaigns started in Hardwar

should be continued in different parts of the country in which government departments, universities, state resource centres and the NGO's should be actively involved.

10. The seminar feels that the programme of population education should be so designed that it touches the head and heart of the people and enable the participants to undertake independent decisions to control the population. □

Valuing Women Equally : A country's Best Investment

Women's right to self-determination is rapidly becoming recognized as one of the keys to development. Raising the status of women by improving their education, health and living conditions is far more than a humanitarian consideration; it is essential for slower population growth and for economic and social progress. Women should be given high priority in development spending and international aid policies.

In today's technological world, skills and education are much more important to economic growth than the sheer quantity of labour power. Education—especially for women is also associated with lower fertility: it is the link between economic growth and slower population growth. □

"One may debate to what extent illiteracy is a cause or consequence of poverty, but there can be little doubt of the linkage between education and economic well-being".

—John Ryan

Aged population on rise

As India's population increases at the speed of one birth every 55 seconds approximately, it is the people in the age group of 60 years and above who lead the race with the highest rate of growth.

The current population of 'elderly' persons in the country is 34.3 million and by the year 2000 it is expected to touch 48.1 million. These statistics rate India as the country with the largest proportion of the world's elderly population.

These facts were highlighted by doctors and experts specialising in geriatrics from the United Kingdom and from within the country at a recent workshop on 'Public Health Implications of Ageing in India' in Delhi.

According to a survey of the aged population by the National Sample Survey Organisation, 45 percent males and 44.8 per cent females suffered from chronic illnesses. The most common illnesses reported was the problems in the joint, followed by chronic cough, hyperatension, heart disease and diabetes were reportedly the most common illnesses among the urban population.

According to Dr. S. Guha Roy of the Indian Statistical Institute, females suffer more than males from visual disorders. This could possibly be attributed to their low nutritious diet and a deficiency of vitamin A in particular that is most commonly found among the aged population, speech disability was as low as 285 persons per lakh, he said. □

CALL TO LAY STRESS ON FEMALE LITERACY

The SAARC women teachers seminar which began in New Delhi on April 10, 1993 has emphasised the need for female literacy. Speakers said female literacy was a more sensitive index of social development than the overall literacy rate.

The seminar was attended by delegates from eight countries and was organised by the All India Federation of Teachers Organisations. In his inaugural address, Mr. Pius Turkey, MP, said the SAARC region comprises 20 per cent of the world's population and 3.5 per cent of the total land area. But the per capita income of its member countries was among the lowest in the world, well below 450 US dollars.

He said teacher leaders from SAARC countries could create history in the South Asia region by fostering solidarity through regional cooperation. In fact, education for understanding was fundamentally a task for the educators, not for politicians or economists. Women teachers, in particular, could do much to create the right attitude in their pupils by destroying existing barriers to understanding.

Any attempt at education for such international understanding in the present school set up would require a reorientation of outlook and objectives, a reinterpretation of the subject matter and teaching approach to certain subjects and a greater emphasis on certain

aspects of these subjects which have been largely ignored or glossed over in the past, he said.

The first paper presented at the seminar was on the issue of women literacy by Ms. Kamla Goel, chairperson of the organising committee. She said the existing evidence indicated that female literacy rates and the absolute number of female illiterate would continue to increase in the SAARC region unless a simultaneous attempt was made to universalise primary schooling and educate illiterates through mass campaigns.

She pointed out that unless a serious effort in specific terms of resource allocation and gender-specific strategy to universal primary education was adopted, there would be an additional 50 million girls added to the pool of 450 million female illiterates in this sub-region.

The paper suggested that a strong appeal be made to national leadership and international organisations to address themselves to the gender question more squarely, both in policy and implementation. The rhetoric of equality between the sexes and an end to all discrimination against women requires restructuring of relations among nations and population groups and reallocation of national and international budgets.

Interestingly, the economics of education indicates that both

private and social returns to women's education was greater than those for men at virtually every level and at worst equal to those for men, the paper added.

Congress on Preparation for Ageing

The Interational Association of the Third Age will be organising XVII International IAUTA Congress on the theme "Preparation for Ageing" in Jyvaskyla, Finland on August 12-14, 1994.

The focus of the Congress will be on the following questions :

What is old age as a stage of life and what kind of development challenges does it involve? On what terms and conditions can people in old age retain their individuality, subjectivity and autonomy? What does old age consist in, or what could it consist in from the point of view of relations between generations? What kind of ethical questions should be considered in interventions by society into the life of elderly people?

How is the existing body of knowledge on ageing and old age utilized in the production of social health and cultural services for ageing people; how can the application and availability of knowledge be improved? What is the role of retirement training in the efforts to improve the quality of life of elderly people?

What can the individual do to ensure a good old age? To what extent is it possible and sensible to plan ageing and old age in advance?

Further information : Ms Taru-Maija Heilala, Congress Secretary, P.O. Box 35, SF-40351 Jyvaskyla, Finland.

BOLD RECOMMENDATIONS FOR CONTROL OF POPULATION

The high power population committee set up by the National Development Council has made some bold recommendations. It has recommended that people with more than two children may be excluded from the public distribution system.

The Government should seriously consider introducing disincentives, which would affect the interests of people, who do not conform to the two-child norm. However, these disincentives should be withdrawn if the couple undergoes sterilisation operations or if the wife is beyond the reproductive age group, says the report.

For Government servants, the committee has said that priority in allotment of accommodation should be given to employees who have only two children; that any public servant who has more than two children; or who violates the Child Marriage Restraint Act should be debarred from promotion for a period of five years and the birth of a fourth child should result in dismissal from service

It has also suggested that low-interest loans for house building and vehicles should be given only to population-conscious officers who do not have more than two children; leave travel concession and medical facilities should be provided only for two children; and finally, that persons with more than two children or those who have violated the Child Marriage Restraint

Act should be debarred from recruitment in Government/autonomous bodies/public sector undertakings.

The committee has pointed out that in other countries religious leaders have played a key role in family planning programmes. The Committee has suggested that here, too, religious leaders should be approached for support to the Government's population policy.

In addition to workshops to convince religious leaders of the need for spreading the population control message, the Committee has suggested that study tours within the country and outside should be arranged for them, Special literature incorporating religious teachings should also be developed and distributed.

These are some of the suggestions contained in the 110 page report of the Committee, which was headed by Kerala Chief Minister K. Karunakaran. Its members were the then Health Minister M. L. Fotedar, Union Minister Margaret Alva, Tamil Nadu Chief Minister, J. Jayalalitha, former Kashmir Chief Minister Farooq Abdullah, the then chief ministers of Rajasthan and Madhya Pradesh and Planning Commission Member Dr. J.S. Bajaj.

Since it has been found that drugs are often not available in sub-centres, it has been suggested that the drug budget be increased from Rs.2000 to Rs. 5000 per year,

and that the Family Welfare Department consider setting up an organisation to supply drugs and other consumables directly to sub-centres. Abortion and sterilisation facilities should be created at each primary/community health centre.

The Population Committee was asked to review the family welfare programme and suggest ways to achieve people's participation, remove infrastructural bottlenecks and recommend changes in the programme's system of financing among others to have the way for the formulation of a national policy

The committee, which deliberated for nearly one year on the population problem, has observed that the family welfare programme over 40 years has 'not yielded the desired results' and that its outreach and quality are poor.

—Indian Express

Gandhigram Rural Institute

The Gandhigram Rural Institute (Deemed University) is offering the following courses (i) Two Year Diploma in Khadi and Handloom Technology (ii) Three Year B. A. Degree in Rural Industries and Management and (iii) Two year M.A. Degree in Rural Industries and Management.

Further information can be had from Dr. N. Thillainayam Head Department of Rural Industries and Management, Gandhigram Rural Institute, Gandhigram 624 302, Dindigul, Anna District (TN).



NATIONAL CONVENTION ON LITERACY AND WOMEN'S EQUALITY

Several hundred young men and women as well as activists from different parts of the country assembled in Jhansi (Uttar Pradesh) on April 8-9-1993 to spread the message of literacy, women's equality and peace.

As many as eight batches, six of whom undertook journey on March 8 and the rest on March 10, too converged at Jhansi on April 8. During the course of their journey every Jatha made attempts to create an environment where women would demand knowledge and information, thus empowering themselves to change their lives and society. The Jathas also aimed at spreading the message that education of women was a precondition for fighting their oppression; for creating a more peaceful and humane society.

They also attempted to increase awareness about the shocking status of women's education and issued a powerful, appeal to all sections to improve the literacy and educational status of women. They highlighted the plight of girl-child and stressed the need for universalisation of elementary education as a way of addressing the issue. In nutshell, the Jathas were attempts to take to the widest possible section of people the message that the education of women, is closely linked to the empowerment of women and both were necessary to achieve gender equality.

Besides making an effort to consolidate and build upon the mobilisation of women the

Samata carried the message of peace and communal harmony as it stands for countering the communal monster which feeds upon ignorance and divisiveness, through education and unity of all Indian women whatever be their religion or faith. The Jathas in fact were cultural caravans travelling through villages and towns performing plays, singing songs, essentially using a cultural, typically folk medium, to communicate with people in a manner that was claimed to be effective and above all encouraging. Travelling for about 30 days and covering more than 20 States while giving two to three programmes in a day, these jathas converged in Jhansi.

Inaugurating the convention, Secretary Education in the Union Ministry of Human Resource Development Mr S.V. Giri said that women who constituted about half of the population were not themselves aware of their capabilities. He said that we could not keep half of the population out of any programme and strive to achieve results. He said that awakening of women was necessary in the developmental programmes. Similarly, Mr. Giri opined that women had to play bigger role in achieving the universalisation of elementary education. He assured full support from the Government in such endeavours.

Executive chairperson of the Samata Dr. Veena Mazumdar and Col. (Dr.) Luxmi Sehgal of the INA fame also addressed the inaugural session.

In the afternoon on the inaugural day, the jathas took out a colourful procession. The procession concluded at the Qila grounds where cultural programmes were performed in the backdrop of ruins of the Jhansi Fort where Luxmi Bai, Jhansi Ki Rani, fought valiantly against the British imperialists.

Population Growth : The Changing Landscape

World population, which will reach 5.48 billion in mid 1992 and 6 billion by 1998, is growing faster than ever before: three people every second, more than 250,000 every day. At the beginning of the decade the annual addition was 93 million; by the end it will approach 100 million. At this rate the world will have almost a billion more people (roughly the population of China) by the year 2000. Approximately ninety-five per cent of this population growth is occurring in the developing countries.

Growth is not expected to stop altogether till the year 2200, when world population may stabilize at approximately 11.6 billion—over twice its present level. But if fertility declines more slowly, following the less optimistic "high variant," projection, the world might reach that level before the middle of the next century.

"Some people seem to think education is not so important as putting up a factory. I may sacrifice any number of factories, but I will not sacrifice human beings and their education, because it is the human being who set up factories and produces the things we want."

—Jawaharlal Nehru

ICDS WORLD'S LARGEST NUTRITION PROGRAMME

The Integrated Child Development Services (ICDS) scheme of the Department of Women and Child Development, Ministry of Human Resource Development, has become the world's largest nutrition programme for children.

According to the annual report of the department for 1992-93, the beneficiaries under the scheme include 1.83 crore children and mothers.

Initiatives for the promotion of women's welfare and development and preparation of the national plan for children and the SAARC Plan for the Girl Child were some of the significant development of the period under review. The Planning Commission has approved an outlay of Rs. 2000 crore for the Eighth Plan for the department, according to an official release.

Launched in 1975 with 33 projects, the ICDS with 2765 projects being operated through a network of 3.39 lakh Anganwadi centres, has today emerged as a unique comprehensive child care programme. An integrated package of services is provided under the scheme for pre-school children and expectant and nursing mothers in rural and tribal areas and urban slums. The honoraria of Anganwadi workers and helpers were raised during the year. A scheme for adolescent girls has been started by the department in 507 blocks of the country. The scheme is meant for school drop-out girls in the age group of 11 to 18 years.

The measures for promotion of women's development included awareness generation, empowerment through education, training, support services and legal safeguards.

The National Commission for Women has been reviewing the laws relating to safeguards for women. The commission members have been visiting jails to study the problem of women in custody.

Two major initiatives proposed by the department include the National Credit Fund for Women and the Indira Mahila Yojana. The proposed credit fund seeks to cover the poorest of the poor women who need credit but are unable to reach any formal credit system. This is expected to give a boost to self-employment ventures. The proposed Indira Mahila Yojana

visualises a holistic delivery of services to women and children. Details of the scheme are being finalised. □

No education, no marriage

If a person is not literate, he or she can't simply get married. That's the 300-hundred-year old convention in Finland.

This interesting point was made by the Finnish delegate at the Inter-Parliamentary Union's conference in New Delhi. He was participating in the discussion on the implementation of education and culture for better awareness of democratic values.

He told the conference that it was the Finnish way to ensure or enforce universal and compulsory literacy at all levels. There was no legal sanction, but the sanction of local customs was behind it, which made literacy a pre-requisite for marriage.

Recent Books for Neo-Literates

1. KARVA SACH

Nishat Farooq

Rs. 4.00

2. SUHANI SEEKH

Ramdass 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

EDUCATION CESS WILL BOOST LITERACY : NDC

The National Development Council (NDC) committee on education has suggested that Central and state governments explore the possibility of levying an education cess on urban and rural revenues, incomes and properties.

In its report placed before the recently concluded NDC meeting in New Delhi, the Lalthanawla committee said this cess should be levied in such a manner that its proceeds were available both to the Centre and states and were totally earmarked and utilised for the promotion of literacy, including elementary education.

The committee is of the view that the outlay for the two sub-sectors of elementary education (EE) and adult education (AE) should in, successive annual Five-Year Plans, be not less than 50 per cent of education sector outlay till the goals of universal elementary education (UEE) and eradication of adult illiteracy have been achieved.

Other members of the committee include the minister of human resource development Mr Arjun Singh, the West Bengal chief minister Mr. Jyoti Basu, the Bihar chief minister, Mr. Laloo Prasad Yadav, the Punjab chief minister, Mr. Beant Singh, the former Union minister, Mr. Ajit Kumar Panja and member, Planning Commission Dr. Chitra Naik.

The committee said in all states and union territories, a state executive committee of national literacy mission (NLM) should be

set up with powers to process the proposals of total literacy campaigns (TLC) and the relationship of the states and Central governments be clearly defined in this respect.

Global Assistance: It said the Centre should explore the possibilities of getting assistance from international organisations for the supply of necessary quantity of printing paper for literacy and post-literacy material, text-books, supplementary reading books and particularly, sets of text-books for primary school pupils in formal and non-formal channels or coping with the demand generated by total literacy campaigns.

Referring to elementary education, the committee said that the curriculum here should be so modified and diversified that while it is linked with secondary education on the one hand, it might become relevant and oriented to work situations, on the other, especially for the 14 plus age group in non-formal channels.

The teachers should be trained in the techniques of using and formulating the pedagogical inputs and tests essential to enable the pupils to attain the minimum levels of learning in the formal and non-formal channels.

For adult education, the committee said to attract illiterate adults towards literacy a variety of area specific and need-based motivational activities should be designed indigenously.

The committee said a serious effort should be made by the government at the Central and state level to secure increased participation of voluntary agencies and social activist groups involved in grassroot level work, since the success of the programmes of universal elementary and adult education depends mainly on the participation of the people.

Democratic decentralisation upto panchayat level be expedited and micro-planning from the village level upwards be urgently supported as envisaged in the programme of action, 1992.

The responsibility to be entrusted to the panchayats for gathering reliable data on universal primary education and literacy programme and planning, monitoring and evaluating the programmes would require such technical support as computerisation, the committee said. □

नवसाक्षरों के लिए एक
प्रौर पुस्तक

किसी से न कहना

मोनाक्षी स्वामी

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Documents

Miura, Seiichiro, Life long learning in Japan : An Introduction.

Tokyo, National Federation of Social Education, 1992. 238 p

The purpose of book is to introduce the basic outline of life-long learning in Japan. In July 1990 the law for promotion of life-long learning was enacted, following which diverse and various fields quickly began preparations to deal with the changes of the time. This book tries to explain both the ideas behind and the systems supporting lifelong learning in Japan. It includes the laws, proposals and guidelines produced by the related administrative sections and miscellaneous bodies.

Gachuchi, D and Matiru (Eds.) Handbook for designing and writing distance education materials. Bonn, German Foundation for International Development Education, Science and Documentation Centre. 1989. 179 p.

The book provides background information for administrators, tutors and new writers of distance education materials.

It has the following self contained units :

1. Overview of distance education,
2. Distance education systems and subsystems,
3. Learners characteristics,
4. Writing objectives
5. Writing to be read and understood,
6. Active learning,
7. Developing a format for writing
8. The role of visualization in distance education materials,
9. The editorial process,
10. Practical aspect of pre-testing distance,

education materials 11. The printing process 12. A summary of course development from planning to printing.

Razia Abbas. Calculating Women, Unesco, 1991, 23 p.

This is one in a series of 12 booklets produced at the Unesco writing workshop to develop materials with limited reading skill in Chiangrai, Thailand.

The main objective of the booklet is to motivate women and relate arithmetic to their day to day to life.

Training opportunities in the informal sector of Freetown in Sierra Leone. A Research Study,

Supplement to Adult Education and Development No. 37 1991, 188 p.

The present study surveys the various types of informal sector activities in urban Sierra Leone (Freetown), highlighting the characteristics of particular trades, the tools and equipment used. The main focus involves an exploration of what happens in the learning environment in the place of work, the status of learning and prospects of apprentices, their certification and potential for future contribution in informal sector activities.

Seth, Mridula. Research and Action : Involvement of Academic Institutions. In Adult Education and Development, March 1992, No 38 p 269-74.

This paper discusses rationale and need for action programmes by academic institutions. In this perspective it analyses the following questions :

1. Why and to what extent should an academic institution get involved in action programmes ?

2. Should this be considered as an extra curricular activity or integrated into the course curriculum ?

3. What kinds of resources/ support systems required to maintain activities that are action oriented ?

4. Is there a need for change in the attitude of the academic community to accept involvement in action programmes as a component of the university system ?

Singh, Ranjit, Communication Technology for Rural Development, Delhi, B.R. Publishing Corporation, 1993, 154 p.

The document discusses the importance of communication and its place in the rural development along with communication process and planning. It also presents various communication channels and process of their use and techniques of communicating with rural youths and women. Some of the chapters in this document are :

1. Rural development and communication,
2. Communication process,
3. Planning communication strategy,
4. Channels of communications,
5. Local leaders as key communicators,
6. communication with rural women,
7. Communication with rural youths,
8. Communication of technology and its adoption.

A bibliography on communication is given at the end.

Rogers, Alan Ed. Partners in Literacy : A Pilot Attitudinal Survey of Literacy Animators in Tamil Nadu. Norfolk, Education for Development, 1989. 42 p,

This report indicate some of the ways in which the attitudes held by literacy animators towards themselves, towards the importance of their task, towards the learners in their classes and towards the agencies who employ them will influence their commitment and effectiveness.

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CALL TO PROMOTE ADULT EDUCATION THROUGH PANCHAYATS

Shri SM Yahya, Minister for Higher Education, Government of Karnataka said in Bangalore on April 24, 1993 that Panchayats should play a pivotal role in promotion of adult education. He said that the Governments should fully support the Panchayats in implementing adult education programme and make it obligatory on them to achieve total literacy in their areas.

Shri Yahya said that in total literacy campaigns, preference should be given to the Scheduled Castes, Scheduled Tribes, Slum dwellers and Muslims. He feared that under the campaigns, these were still being left out and all out efforts should be made to educate them.

Shri Yahya was delivering the inaugural address of the South Zone Conference on Adult Education at the NDRI Campus. It was organised by the Indian Adult Education Association (IAEA), New Delhi in collaboration with Tamil Nadu Board of Rural Development, Madras.

He said that to strengthen the

democracy, literacy was the only answer. Through literacy, he said that quality of life gets improved. Inequalities in all spheres, particularly in education should be reduced so that conflicts, tensions and confrontations could be avoided among the youth.

Shri Yahya pleaded for developing social consciousness to eliminate illiteracy from the country. Teachers, he felt, could do wonders if they take it as a movement. He said that all, particularly the youths, social and political workers should be actively involved so as to make it a mass movement.

Earlier, Dr. MN Sinha, Head, Department of Extension, NDRI, Bangalore in his welcome address said that adult education should not be confined to literacy alone, but its ultimate aim should be life long education.

Dr. KS Pillai, Chairman, South Zone, IAEA and Director, Adult, Continuing Education and Extension, University of Kerala in his presidential address said that total literacy could be achieved if the dropouts and pushouts at the

(Continued on Page 2)

Annual Conference in Pune December 27-30, 1993

The Indian Adult Education Association will be organising its 45th All India Adult Education Conference in Pune (Maharashtra) on December 27-30, 1993. It is being organised in cooperation with Indian Institute of Education, Pune

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

The Zakir Husain Memorial Lecture will be delivered on the occasion by (Smt.) Chitra Naik, Member, Planning Commission, Government of India.

An exhibition of materials on adult education (books, posters, charts) will be organised during the conference.

K.C. Choudhary Member M.P. Backward Class Commission

Shri K. C. Choudhary, General Secretary, Indian Adult Education Association has been nominated as a Member of Madhya Pradesh Backward Class Commission (with the rank of Minister of State) for a period of three years.

(Continued from Page 1)

elementary education stage were stopped. He said voluntary effort has to be mobilised and effective climate for literacy has to be created to promote literacy in the zone.

Shri J.L. Sachdeva, Director, IAEA, New Delhi in his discussion paper feared that it would be difficult to get volunteer instructors for 200 hours. He said that training has been found to be a weak link in TLCs and serious efforts are needed to make it more effective and meaningful.

He said schools should be given responsibility to completely eradicate illiteracy in their area and adult education teacher should be appointed in each school to achieve the goal.

He pleaded for establishing JSNs in various parts of the country with revised budgetary provision and functions.

The delegates were divided into four groups to discuss the sub-themes of the conference :

1. Teacher-student involvement in Adult Education programme.
2. Role of Universities and Voluntary Agencies in Adult Education Programme.
3. What approaches are needed to achieve about 80-85 per cent literacy by the year 2000 ?
4. Strategies for Post-literacy and Continuing Education.

Recommendations

The Conference made the following recommendations :

1. The South Zone Conference on Adult Education held in Bangalore on April 24-25, 1993 recommended that Government should establish a literacy award equivalent to the best teacher award for recognition and contribution of individuals for promotion of adult education in the country or alternatively the Government may consider the literacy work as one of the main criteria for the best teacher award at the state or national level.
2. To achieve the target of education for all by the year 2000, the Conference recommended that NSS, NCC, Scouts and Guides should be utilised only for literacy work during the next five years.
3. The Conference recommended that the Government should involve the NSS Programme Coordinators / Programme Officers of Universities and Colleges under the Total Literacy Campaigns.
4. It recommended that voluntary organisations of proven record of good work in adult education should be allotted funds in addition to the Saksahrta Samities so that the target of achieving 80-85% literacy could be achieved during the Eighth Five Year Plan.
5. The Conference recommended that both electronic and traditional media should be effectively utilised in the training as well as as teaching in the TLC districts.
6. It recommended that vocational training and appropriate technology should be interwoven with the literacy programme so as to improve the quality of life of the functionaries
7. The Conference recommended that proper coordination should be there between governmental and non-governmental organisations so as to achieve the target of total literacy.
8. The Conference recommended that Panchayats should be actively involved in the implementation of the adult education work and they should be allocated funds for implementing the programme and should also be held responsible if the targets were not achieved during the period.

नवसाक्षरों के लिए एक
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किसी से न कहना

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Recommendations for Nehru and Tagore Literacy Awards Invited

The Indian Adult Education Association has invited recommendations for Nehru and Tagore Literacy Awards for outstanding contribution towards the promotion of literacy, adult education and continuing education.

The awardees for these awards will be selected from a panel of names recommended by the Institutional and Life members of the Association, the State Education Departments, Universities and Collectors of TLC Districts and All India level organisations working in the field of adult education.

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

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

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

The last date for receipt of recommendations on prescribed proforma is July 15, 1993.

Committee formed to Identify Best District in Kerala

The Government of Kerala has constituted a three member Committee with Dr. K.S. Pillai of Kerala University as its Chairman to study and identify the best and second best District in Kerala for presentation of Chief Minister's Trophy and Shield respectively for commendable work in Phase II of the Akshara Kerala Project launched in October 1991 and being completed in May 93.

From 3rd May to 24th May 1993 the team is visiting all the 14 Districts for discussions with functionaries and learners, visit to centres, verification of documented activities etc. so as to submit its report by May 31, 1993.

The third phase of Akshara-Keraleam Project (continuing education) is likely to be launched in June 1993.

KL Zakir Honoured

All India Citizen's Council presented Shikhar Saman to Shri K.L. Zakir, Secretary, Haryana Urdu Academy and Associate Secretary, Indian Adult Education Association for his outstanding contribution to Urdu Literature and Journalism in New Delhi on May 17, 1993. Shri Vasant Sathe Chairman, Indian Council for Cultural Relations presented the award.



PN Panicker 85th Birthday Celebrated

The 85th birthday of Shri PN Panicker, the initiator of Kerala Library Society and the founder of the Kerala Association for Non-formal Education and Development (Kanfed) was celebrated in Trivandrum on March 3, 1993. The function was inaugurated by Shri B Rachiah, Governor of Kerala, Shri K Karunakaran, Chief Minister of Kerala presided over the function.

A charitable Society named PN Panicker Foundation under Charitable Societies Act has been formed. Shri SM Jacob, Minister for Cultural Affairs presented the foundation to the nation. Shri ET Muhammed Basheer, Minister for Education, Shri CT Ahmmedali, Minister for Local Administration, Shri PP George, Minister for Agriculture, Shri MV Raghavan, Minister for Cooperation and other important personalities of Kerala attended the function.

The following programmes are being envisaged by the Foundation: awards to voluntary social workers who have rendered creditable services to the society; a training centre for social workers; facilities to libraries to provide continuing education facilities and also training in employment, to impart legal literacy; conscientization camps for family welfare, help youth to work for self employment and establish a social service centre at Trivandrum.

One who lacks education is a funny creature.

—A Telugu Adage

New Plan for better Primary Education

The Department of Education, Ministry of Human Resource Development, has constituted a core group for a new programme to improve the state of primary education.

Known as the District Primary Education Programme, it will be launched in educationally backward districts as also in the districts where the success of the total literacy campaign has increased the demand for primary education.

The core group has been constituted with the joint secretary incharge of planning in the education department as chairperson and the faculty members of the National Council for Educational Research and Training and the National Institute of Educational Planning and Administration. In the new programme, the emphasis will be on the education for girls and socially disadvantaged groups.

The contribution of the Centre is expected to be about 8 per cent. While the quantum of funding will depend upon the district plan and its appraisal, the over-all investment is expected to be in the range of Rs. 30-40 crore per district.

□

"People who read can be free because reading banishes ignorance and superstition."

—Thomas Jefferson

PRIMARY EDUCATION

The new programme launched by the Department of Education, Ministry of Human Resource Development (MHRD), to further primary education has some promising features. Called the district primary education project, it is based on the belief that local initiative and planning will be able to do more than what centralised planning has done in four decades to achieve universalisation of primary education. Many educationists have been urging such a change for a long time and therefore the sight of the MHRD bestirring itself at last to do something to improve village schools is cause for some cheer. Whether children will have reason to be pleased remains to be seen.

The focus in the new project is said to be on local-level planning with disaggregated targets and decentralised management. This bureaucratic means that each district will identify its own schooling problems, find its own solutions and monitor the impact of changes it introduces. The shift from national and state level planning for primary education to district level planning suggests that there will be a better chance of appropriate decisions being taken. National and state statistics on primary school enrolment and drop-out rates disguise an enormous variety of local factors. While the reason for high drop-out rates is generally the appallingly poor quality of teaching, there is no general panacea for all districts. Teacher training may yield more results in one school, community supervision

may be the answer in another. Wide variation in the socio-economic factors responsible for the high drop-out rate also call for specific answers.

The logic of local decision making is clear. Questions arise about how the MHRD proposes to bring about the change. Targeted districts are educationally backward ones where the level of female literacy is below the national average as well as ones where total literacy campaigns have created a demand for elementary education. This is a reasonable basis to start with. The district primary education project also has the right objectives; improving school facilities, reducing disparities in access to education including gender disparities, local community involvement etc. The big question is who will implement each district project? Can the existing educational bureaucracies and political establishments in backward districts be galvanised to interact with community volunteers and NGOs? Even the National Literacy Mission which has utilised such structures has not been successful everywhere. What is more, continuing total literacy campaigns are crucially dependent still on direction from the top, that is, key bureaucrats in the MHRD and State Education Departments and the political leadership. A mission approach to primary education could work if the groundwork for local support is laid carefully in advance.

—Indian Express
May 11, 1993

NATIONAL WORKSHOP ON PREPARATION OF MATERIAL BASED ON ELECTRONIC AND FOLK MEDIA

The State Resource Centre, Jamia Millia Islamia, New Delhi in collaboration with Directorate of Adult Education, Government of India organised a 'National Workshop on Preparation of Material Based on Electronic and Folk Media with special reference to Women & other Disadvantaged Groups' in New Delhi on May 3-12, 1993.

The objectives of the workshop were :

1. To identify and analyze the needs and problems of women and other disadvantaged groups.
2. To develop material based on the needs of these groups using electronic and folk media.
3. To develop print material to supplement the electronic and folk media materials produced during the workshop.

Inaugurating the Workshop, Prof. Mohd. Miyan, Dean, Faculty of Education and Fine Arts, Jamia Millia Islamia said that the task, message and the cost factor should be taken into consideration while producing materials for women and the disadvantaged groups. He emphasised the need to impart messages through multi media packages.

In his key-note address, Prof. BB Mohanty, Head, Department of Audio - Visual Communication, Indian Institute of Mass Communication emphasised the need to know the clientele pretty well before producing the material. He

said that the producer of electronic media should produce the material in the language of the masses.

Earlier, in her welcome address, Mrs. Nishat Farooq, Director, SRC said that electronic and folk media could create a learning environment and supplement and enrich the print material and could also be fruitfully utilised for post literacy and continuing education programmes.

The participants were divided into three groups to prepare the following materials :

1. Slide/Audio material
2. The Video Tapes, and
3. Street corner play

The slide audio/visual group prepared "Phir Ek Din"—audio visual show, Radio Drama entitled "Sapna, Sapna Nahin" and "Ab Jagna Hoga"—Radio script. It also produced audio-cassettes of folk songs. The video group produced a video tape titled "Kahi Biyahi B'desh". The street corner group produced a play titled 'Kaluwa Ka Park'.

The workshop among others, recommended that a manual for script writing for slide show, video-tape and radio drama should be produced with technical support of the Indian Institute of Mass Communication. It also recommended that crash course in editing should be organised for editing of audio/video tapes.

26 participants attended the workshop.

Slogan Contest on World Population Day

The World Population Day will be celebrated on July 11, 1993.

The Family Planning Association of India in collaboration with UNFPA is conducting a family welfare slogan contest. The object is to involve all the beneficiaries of family planning and MCH services as also those concerned with various organisations to their commitment to the cause of family welfare and other population related issues through the medium of slogans.

Further information : Family Planning Association of India (New Delhi Branch) FPAI Bhavan, Sector IV, R.K. Puram, New Delhi-110022.

UN Conference on Women 1995

The United Nations Fourth World Conference on Women : Action for Equality, Development and peace will be held on September 4-15, 1995 in China together with an NGO Forum.

According to the UN, the purpose of the Conference is to conduct the second review and appraisal of the Nairobi Forward-looking strategies for the Advancement of Women to the year 2000 adopted in 1985. The Conference will also determine what measures were needed to ensure that the strategies achieved their objectives, provide a focus for national reviews and appraisals and a forum for exchange of experience.

Emphasis is currently being focused on work at the national and regional levels through preparatory meetings being held in 1993 and 1994.

ZERO GROWTH RATE STILL ELUSIVE

Despite rigorous implementation of the family planning programme for the past four decades, zero growth rate of population still remains a distant goal.

The annual report of the Department of Family Welfare says "the zero growth rate of population (stabilisation of population) may be achieved only after several decades even after attaining a Net Reproduction Rate of unity (NRR-1).

NRR-1 corresponds to birth rate of 21 per thousand, death rate of nine per thousand and natural population growth rate of 1.2 per cent.

The National Health Policy of 1983 had stipulated that NRR-1 be achieved by 2000. But the report says the NRR-1 can only be achieved by 2011-2016 and it would take many more decades to achieve zero growth rate of population.

The department, under the Eighth Plan has targets to achieve a birth rate of 26 per thousand, infant mortality rate of 70 per thousand and couple protection rate of 56 per cent.

The report says deep-rooted customs, traditions and socio-cultural beliefs in favour of a large family continue to be the greatest impediments in achieving the goals.

Despite falling short of the goals, the department has however succeeded in bringing down the population growth rate from 2.22 per cent in 1971-81 to 2.14 per cent in 1981-91 which the report noted, is the first period since

1921-31 that there was a decline in the rate of population.

During 1981-91, three States—Haryana, Madhya Pradesh and Rajasthan—recorded growth rates higher than 2.3 per cent, while seven States—Gujarat, Himachal Pradesh, Karnataka, Kerala, Orissa, Punjab and Tamil Nadu recorded a growth rate of less than two per cent, Rajasthan had the highest growth rate of 2.5 per cent and Kerala, the lowest of 1.34 per cent.

The report says that States like Goa, Kerala and Tamil Nadu with a crude birth rate of 16.8, 18.1 and 20.7 respectively per thousand were doing very well.

On the other hand, the crude birth rates in Assam (30.9), Bihar (30.5), Haryana (33.1), Madhya Pradesh (35.8), Rajasthan (34.3) and Uttar Pradesh (35.1) are higher than the national average of 29.3 per thousand population in 1991.

Similar variations are seen in respect of Infant Mortality Rates, at one end of the spectrum, Kerala has an IMR of only 17 per thousand live birth whereas, it is as high as 122 in Madhya Pradesh, 126 in Orissa and 93 in Uttar Pradesh, the report points out.

It notes that the total fertility rates in Bihar (5.1) Haryana (4.4), Madhya Pradesh (4.7), Rajasthan (4.7) and Uttar Pradesh (5.2) are significantly higher than the all India average of 3.9, and observed that the poor performing States would have to make special efforts to bring about improvement in their performance. □

Desire for Kids hits FP Drive

Desire for having more children, particularly male children, is one of the main reasons for large families in Andhra Pradesh. According to district evaluation studies conducted by the Population Research Centre, about 37 per cent of the non-acceptors of family planning in Chittoor district wanted more children and 31 per cent desired a male child.

In Medak district, 33 per cent have not accepted family planning for more children and 30.8 per cent for having a son. However, in Guntur district though 33.2 per cent wanted more children, only 6 per cent wanted to have a male child.

Interestingly, the studies show that there is a desire too for having female child among the eligible couples. In Medak District, about 13.4 per cent of the non-acceptors have delayed their family planning for want of a daughter. The percentage is 5.6 in Guntur district and four in Chittoor district.

Another important factor which delays the decision for family planning is the fear of operation and the misnomer that the operation leads to ill-health and weakness.

About 6.2 per cent in Medak district, 6.4 in Guntur and 8.3 per cent in Chittoor have not accepted family planning for they are afraid of the surgery. □

YES SISTERS

Yes, Sisters,
you can read,
because the Book also belongs to you.

Yes, Sisters,
you can write,
because the Pen also belongs to you.

Yes, Sisters,
You can learn,
because Knowledge also belongs to you.

Yes, Sisters,
You can be heard,
because the Voice and the Audience also belong to you.

Yes, Sisters,
you can share,
because the World and the Power also belong to you,

So, read, Sisters,
and write,
and learn,
and be heard,
and share,
because you owe it to yourself to make your mark in this world,
and because you owe it to the world to make it a better place,
for the sake of all humankind.

Usa Duongsaa
Chiangmai, Thailand

Documents

Wagner, Daniel A. International
year book of education. Vol. XLIII-
1991. Literacy : Developing the
Future. Paris, Unesco, 1992 146 p.

Chapter I of this document defines literacy and its importance. Chapter II analyses global literacy trends, origin and uses of literacy statistics, factors related to literacy such as women and children's health. Chapter III discusses the literacy learning in adults and children and how programmes for literacy learning have functioned in widely varied settings, and how instructions and pedagogy in literacy might be enhanced. Chapter IV presents some of the new approaches to evaluation and accountability. The developmental questions such as how much literacy, of what kind, and at what cost have been dealt in chapter V. Chapter VI reviews and contemplates possibilities on the future of literacy, the role of technology, the use of assessment and probabilities for future success.

Russel, Denzil D. Ed Learning
to Listen. Listening to Learn: Ex-
periences from a South African
Radio Forums Research and Deve-
lopment Project Johannesburg,
Centre for Continuing Education,
University of Witwatersrand, 1992.
157 p.

This applied research project set out to develop a model for a system of interactive radio in South Africa by establishing community listening groups around "quality of life" population education programmes broadcast by the South Africa Broadcasting Corporation (SABC)

Recent Books for Neo-Literates

1. **KARVA SACH**
Nishat Farooq
Rs. 4 50
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

in nine African languages on behalf of the Department of National Health and Population Development. Over 125 listening groups, for the most part women's and youth groups (N-1700), known as radio forums, were set up through a process of community consultation in various districts countrywide. Forums made their own tape recordings of most forum discussions. Feedback received by the SABC led to improved scheduling and programme presentation. An analysis of forum members' preceptions regarding the issues addressed in the programmes—issues all known to affect fertility decline—revealed that there is a general awareness of the need for small families given today's population pressures. The forums led to increased understanding of the Department's programmes and to more critical and reflective listening. Leadership skills were developed and appropriate follow-up action undertaken. The opportunity to act in partnership with the radio was appreciated. Sustained activity was hampered by widespread civil strife, the geographical spread of the projects and communication problems with an often semi-literate forum membership. It was found that groups lasted best when set up in existing communities, when programmes addressed listener's felt needs, when regional control was effectively in place, when forum members' radios and tape-recorders functioned properly, and when there was continued two-way communication between forum leaders and project staff. Overall there was a lively and sustained community response to the open system of radio communication

which had been developed.

Rogers, Alan. Teaching Methods in Extension. Reading, Education for Development, 1987. Price not mentioned.

This is one of a series of booklets prepared specially for extension workers and others who are engaged in development programmes and who have to teach adults. It presents various teaching methods and stresses that there are different forms of methods to choose from. It is primarily concerned with teaching in groups of adults, but some of its contents may be useful also in one-to-one teaching. Some of the methods discussed can be used with illiterate students/learners.

Chapter 1 discusses choosing a method; Chapter 2 explains range of methods such as discovery methods, participatory methods 3 discusses expository methods such as Handouts, Overhead Projector, using teaching aids such as Visual Aid, Photographs, Films, Audio Aids and Demonstration. Chapter 4 & 5 present in detail the discovery and participatory methods. Chapter 6 discusses the techniques of application of various methods. How to plan and how to prepare for a particular method has been discussed in the last chapter.

Kazemek, Cheryl and Kazemek, Francis. Systems theory—a way of looking at adult literacy education. Convergence, Vol. 25, No. 3, 1992 p. 5-13.

The article explains the inextricable relationship between literacy education and an individual's social context in the United States. It extracts the governing concepts typically used in social work, but little known to most literacy prac-

tioners to show that literacy has a ripple effect on the system in a person's life. The article presents systems theory and analyses close and open systems. It discusses some of the concepts such as complexity, interrelatedness and comprehensiveness in relation to adult literacy.

Kulich, Jindra. Adult Education in Former Eastern Europe and Reconstruction in International Journal of University Education. Vol. 31, No. 1 April 1992. p. 1-11.

The paper analyses the predicament, potential and desirable future role of adult education in East European countries outside the Soviet Union.

The general situation of adult education throughout the region is very uncertain at this point in time. Most of the existing institutions until 1990 were heavily subsidized by the state, by local governments and by the industrial and agricultural enterprises, are in considerable financial difficulties as the subsidies are being cut back drastically. At the government level this is caused both by the overall economic problems facing the governments and by the uninformed view of the politicians that adult education is nothing more than a communist propaganda tools for which there is no need in new social order.

However, not all is doom and gloom. Many of the voluntary social, cultural and adult education associations, which were the main stay of adult education in this region since the nineteenth century until they were destroyed in the early 1950s, have been re established and rejuvenated. A plethora of new hobby, interest, cultural, educational associations and clubs are being established and their number keeps growing.

IAEA

INDIAN ADULT EDUCATION ASSOCIATION
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COURSE ON RESEARCH METHODOLOGY

New Delhi, August 3-13, 1993

The Indian Adult Education Association will be organising the second course on Research Methodology in New Delhi from August 3-13, 1993.

The objectives of the course will be :

- (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 presentation re-

quired for different types of researches.

The course will include Researches in Adult Education—meaning, scope, present position, areas requiring indepth studies; types of research with special reference to adult education, survey, dialogical and participatory researches; tools and techniques in research, questionnaire, interview, observation, testing, sociogram, document analysis, case study; action and applied researches in adult education—scope, importance, sampling techniques—random, stratified, purposive, quota, sequential etc. sample size; research design preparation & evaluation; hypothesis-formulation & testing—use of null hypothesis; statistical analysis of data—measures of central tendency and deviation correlation, X² test—t-test analysis of variance, factor analysis and research reporting—ingredients - evaluation, preparing reviews on research reports.

The first such course was organised by IAEA in Trivandrum on November 9-20, 1992.

About 20, participants from Departments/Centres of Adult, Continuing Education and Extension, of universities SRCs, Government Departments and voluntary agencies will participate.

The course fee is Rs. 750/-

The participants will be provided free boarding and lodging.

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

Primary Education a Fundamental Right

In a recent judgement, the Supreme Court has held that primary education is a Fundamental Right. Till now, education upto 14 years was not a Fundamental Right of an Indian Child. This judgement can herald a significant change in the primary education scenario and has the potential of changing the fate of millions of children in the country.

As per the estimates made by the fifth education survey, there is a need for about 40,000 more primary schools in the country (13,000 in Uttar Pradesh, 4000 in Bihar and 3500 in Madhya Pradesh).

AMBITIOUS LITERACY PLAN

National Literacy Mission Director-General Shri Sudip Bannerjee said that about 10 million trainers were being mobilised to make literate about 100 million people during the Eighth Plan period.

Addressing a news conference in New Delhi on June 4, 1993 he said the Eighth Plan has provided a total of Rs. 1,400 crore for achieving this ambitious target. Of this allocation, Rs. 1,000 crore was allocated for the national literacy mission. In any case, the funds were not a problem for literacy, he observed.

He pointed out that voluntary participation by people had helped bring down the cost of making literate. While the cost per learner was originally estimated at Rs. 120, it actually worked out to Rs. 65 because of the trainers' voluntary spirit, he observed.

The DG pointed out that since the project really took off in 1991 with the Ernakulam success story, it was really heart-warming that about 200 projects had since been launched.

He said the chief beneficiary of the project were men and women in the age group 15-35. Another feature of the literacy mission projects was that two-third of its participants were women. This meant that attitudinal barriers that prevented women's access to education were breaking down, he remarked.

He said one of the reason of success for the NLM projects was that they were prepared and imple-

mented by active cooperation between district administration and people.

Yet the problems remained, he observed, because the post-literacy models had not yet been adequately worked out. Of course, the NLM was working on it and conducted trial runs in certain areas. But on the whole, area-specified projects would require to be formulated, he added.

He regretted that Hindi states had been most indifferent to formulating NLM projects. Hence, these projects were more common in non-Hindi States, he added. □

S.C. Dutta Foundation

Dr. S.C. Dutta Memorial Foundation organised a one day awareness generation camp for women with a special focus on adolescence and protection of women's prestige in New Delhi on June 1, 1993. About 60 women attended the camp. □

The World of Learning

The World of Learning is a guide to educational, scientific and cultural organisations in all parts of the world. It cover academies, learned societies, research institutes, libraries and archives, museums and art galleries, universities, technological institutions and schools of art and music from Afghanistan to Zimbabwe.

The Indian Adult Education Association is included in the Directory.

Further information; Europa Publications Ltd. 18, Bedford Square, London WC 1B 3JN, England. □

Govind Vallabh Pant Award

The Police Development and Research Bureau of the Ministry of Home Affairs, Government of India has awarded Govind Vallabh Pant Award for 1992-93 to Ms Meenakshi Swamy a noted Hindi writer from Madhya Pradesh for her manuscript 'Samajik Chetna Aur Vikas Ke Paripekshya Main Police Ke Bhoomika Ka Udbhav's. The award is given on the role of Police in creating social awareness and development. The award carries a citation and Rs. 8000 in cash.

She has also received as award for her writings on care of environment from the Ministry of Environment, Govt. of India in New Delhi on June 5, 1993

Ms Swamy is a life member of IAEA and a regular contributor to Proudh Shiksha. □

Nominations for J. Roby Kidd Award Invited

The International Council for Adult Education 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.

Application can be made by the candidate(s) or on his/her behalf by an organisation or institution.

The award carries a citation and a cash prize of 2000 Canadian Dollars.

The last date for nomination(s) is February 15, 1994.

For further information and application form kindly write to International Council for Adult Education, 720 Bathurst Street, 500, Toronto, Ontario M5S 2R4, Canada. □

RAISING THE STATUS OF WOMEN IN CHINA

China has taken a major step in raising the status of women by passing law to guarantee that women have the same rights as men.

The Women's Rights and Interest Protection Law was passed by the National People's Congress, the highest law making body in China.

The law has nine chapters and is composed of 54 articles.

It assures women equal rights as men in the political, cultural and social spheres particularly in labour, marriage and education. It is better than the previous legislation pertaining to women, in that it prescribes penalties for violations. The new law was drafted in the face of growing concern about the status of women, said Wu Changzen, a Professor of the China University Political Science.

At present, women make up 37.7 per cent of China's workforce. Of those enrolled in colleges and universities in 1990, 33.7 per cent were women. Also, China has more than eight million women scientists and technicians. On the other hand, 70 per cent of China's 180 million illiterates are women.

Women lag behind in political involvement. For example, only 21.3 per cent of the 3,000 or so deputies of the Seventh National People's Congress are women. Roughly 70 per cent of jobless youth in cities are female. Some work units reportedly refuse to hire women because they are women.

"It is these injustices that make

women call for a law to protect their rights," said Prof. Wu.

The women's Rights and Interests Protection Law drafted by some 20 representatives from the All-China Women's Federation, the Civil Affairs Ministry, law schools and legislature. The group spent three years visiting the country's 28 provinces and autonomous regions to get first hand information on women. The draft law also underwent 15 revisions before it was submitted to the National People's Congress for hearing.

After the law was passed, an information campaign was conducted with the distribution of booklets showing how women can seek legal protection. The campaign includes the holding of exhibits and broadcasting by Chinese Central Television of a series of programmes on women. China is scheduled to host the World Women's Congress in 1995. The Congress is the fourth international meeting on women sponsored by the United Nations.

—Centre Calling, April, 1993

Non-Formal Education Faculty at Garhwal University

An inter-disciplinary Faculty of Non-formal Education has been instituted at the H.N. Bahuguna Garhwal University, Srinagar (Garhwal).

Dr. Arun Mishra, Assistant Director and Head, Department of Adult, Continuing Education and Extension has been appointed Dean of the faculty. □

Central Zone Conference in Rewa (MP)

The Indian Adult Education Association in cooperation with Department of Adult, Continuing Education and Extension, APS University, Rewa is organising the Central Zone Conference on Adult Education in Rewa (MP) in July-August, 1993. The Zone comprises the States of Bihar, Madhya Pradesh and Uttar Pradesh.

The Conference shall focus on the following themes :

1. Teacher-student involvement in Adult Education programme.
2. Role of Universities and Voluntary Agencies in Adult Education Programme.
3. What approaches are needed to achieve about 80-85 per cent literacy by the year 2000.
4. Strategies for Post-literacy and Continuing Education.

Representatives of Universities, Colleges, Government Departments, NGO's, TLC districts, SRCs etc. will participate in the two day meet.

Further information: General Secretary, Indian Adult Education Association, 17-B, IP Estate, New Delhi-110002.

Sachdeva Member AMU, CCAEE Advisory Committee

Shri J.L. Sachdeva, Director, Indian Adult Education Association has been renominated as a member of the Advisory Committee of the Centre of Continuing, Adult Education and Extension, Aligarh Muslim University for a period of three years.

LOK JUMBISH

(People's Movement)

A people's movement project 'Lok Jumbish (LJ) has been started in Rajasthan in May 1992. Funding for the project is from SIDA (Swedish International Development Agency), Government of India and the Government of Rajasthan in the ratio 3:2:1.

LJ is a project for Education for All in Rajasthan (Population 43.8 m) by the year 2000 through people's mobilisation and their participation. LJ concentrates on Primary Education (class I to VIII, 6-14 age group).

Goals of LJ

- (a) Universalisation of Primary Education, viewed as a composite programme of access to primary education for all children up to 14 years of age; universal participation till they complete the primary stage, and universal achievement at least of the minimum levels of learning
- (b) Provision of opportunities to maintain, use and upgrade their education, and provision of facilities for development of skills, to all persons who are functionally literate and those who have received primary education.
- (c) Creation of necessary structure, and setting in motion processes, which would empower women and make education an instrument of women's equality.
- (d) Making necessary interventions and creation of circumstances to enable the "lower castes", most backward of the tribal people and other poorest

section of society, to move towards equal participation in basic education.

- (e) Improving the content and process of education to better relate it to the environment, people's culture and with their working and living conditions. An independent and autonomous society called Lok Jumbish Parishad (LJP) has been registered under Societies Registration Act.

Strategies

The main strategies envisaged are as follows :

- (a) **People's participation**—to ask the village community to undertake micro-planning, provide assistance in ensuring that all children receive primary education, and to make basic education system accountable to it.
- (b) **Decentralisation**—to develop decisionmaking powers at the block and village level in accordance with norms and guidelines laid down by LJP.
- (c) **Involvement of teachers**—to take measures aimed at restoration of teachers' status and creation of professional pride among them and also to see that their organizations are involved in decision making at all levels.
- (d) **Centrality to gender**—to view education as an intervention for women' equality and also to ensure that the gap in education between boys and girls is bridged.
- (e) **Training**—to give due importance to training with a

view to changing their attitude towards educational reforms and to improve their skills; and also to provide training to village community to enable them to play the expected role.

- (f) **Improvement of quality of primary education**—through improvement in teacher performance, provision of norm-based facilities and modifications in the content and processes of education.
- (g) **Evaluation**—viewed as a continuing and inbuilt activity in instructional process and management, in particular to ensure that they do not swirl away from the goals and strategies.

Block Level Education Management Committees have been delegated powers to open new primary schools, upgrade primary schools to upper primary level, create posts of teachers etc.

Further information: Dr. B. Sekhar, IAS, Project Director, Lok Jumbish Parishad, D Block, 10-B, Jhulana Institutional Area, Jaipur-302004. □

Ph. D. In Adult Education

P. Jeyapal, Project Officer/Lecturer, Department of Adult, Continuing Education & Extension, Bharathidasan University, Tiruchirappali (T.N.) has been awarded Ph. D. for his thesis "A Study of Jana Shikshan Nilayams (Post Literacy and Continuing Education Centres) under National Literacy Mission with reference to Chingleput District, T.N.

The research work was done under the supervision of Dr. (Mrs) Rajkumari Chendrasekar, Professor, Department of Adult and Continuing Education, University of Madras. □

IS TOTAL LITERACY A PIPE DREAM?

G. P. Jain

To make a breakthrough in India still wallowing in widespread illiteracy, while many nations of the region with similar colonial history closed the gap years ago, Government would do well to train its sights at low ground in the beginning and strive for basic literacy, deferring functional literacy (with arithmetic) to a later date without giving up on high ground permanently.

Even UNESCO makes a meaningful distinction between literacy and functional literacy. It defines a literate person as one "who can with understanding both read and write a short, simple statement on his every day life" and a functionally literate person as one able to "engage in all those activities in which literacy is required for effective functioning of his group and community and also for enabling him to continue to use reading, writing and calculation for his own and the community's development."

Abridged Goal

Clinging obstinately to a higher goal, unmindful of the snail's progress made hitherto and of the many miles still to go, shows up Government like a monkey carrying its dead offspring on its back. Why does it forget that an adult after he has learnt to read and write simple sentences, that is, having acquired basic literacy, will become his own eloquent canvasser and no obstacle will bar his way to full literacy? But, for now, save him from scary arithmetic and inflated IPCL (im-

proved pace and content of learning) norms. Remember, the learner is a wage earner who daily sweats out eight to 10 hours backbreaking labour to earn enough for himself and his family. Also, that he is a volunteer who may drop out without warning, if over loaded. Therefore, allow him a leisurely pace to make it to the top.

Six months or 200 hours, as prescribed in the teaching programme of National Literacy Mission, is too long a period to sustain the learner's or teacher's interest, both volunteers. Sure enough, after a short while interest begins to flag and heavy absenteeism takes over. The learning hour turns into a pale shadow of its euphoric start, but the charade goes on. Therefore, the learning period ought to be cut down to not more than 60 hours, an hour a day for two months only, which should suffice in view of the abridged and less demanding goal of basic literacy.

Teaching Material

An overhaul of the teaching primer is also called for. It should be so modified that learning is no pain in the neck, but becomes fun. It is possible by linking the alphabet to physical objects, similar in both shape and sound, with which the learner is well familiar. It is an innovative method that work admirably. Learning by this method is not by rote or memory, but by sight and reason. The adult's vocabulary knows no limit, but he cannot figure out a straight line or

circle drawn to denote an object. The new method forges a demonstrable link between the object he knows and the alphabet he wants to know.

The link method generates basic literacy in nearly six weeks. There is no fear of regression or relapse into illiteracy due to non-practice, because the learner has established a natural or symbiotic link between the object he knows and the alphabet he has now learnt. However, the importance of post-literacy or continuing education cannot be over-emphasized. Easy, illustrated and useful books on diverse subjects may be given to the neo-literate to help him further hone his skill and make himself useful in multiple ways to his family and community.

The link method has one more advantage. It allows easy learnability as well as easy teachability. Lessons can be taught by anybody or taught as soon as learnt or partly self-taught without a teacher.

Volunteer Teachers

Who will teach the adults? Not the unemployed youth waiting desperately on the threshold of a money-earning career. Not school teachers who are used to teaching children in an entirely different ethos in which chastising or corporal punishment are normal, rendering them unsuited for adult teaching. Then who? Indisputably, senior students of higher secondary schools and inter colleges whose number runs into several lakhs in the Hindi belt alone. They are under no family pressure to bring in a wage packet. Also, they have plenty of time which they may spend usefully or kill idling.

Clay-like, they can be trained as instructors in any desired mould. Above all, they have still a residue of idealism running through their veins. Their response will be positive were an appeal made to them by their headmaster or principal, not with a homily but with an action plan manned by the teaching staff. Two years ago, nearly 50 students of Janta Inter College in Bhopa (Muzaffarnagar, U.P.) manfully responded to such an appeal, ran 50 adult literacy centres in 26 villages and passed on the lamp of literacy to nearly 500 adults in six weeks time. The experiment can be replicated several thousand-fold in the six Hindi-speaking states of Uttar Pradesh, Rajasthan, Madhya Pradesh, Bihar, Haryana and Himachal Pradesh, which together hold more than half the 400 million total illiterate population of the country.

Several highly developed western nations enjoin a year's or longer military service on their young men (Israel has it for young women also). Our Government, too, may make a year's literacy soldiering compulsory for all able-bodied young Indians. It is instructive that while we in India busy picking up certificates from foreigners for our undying faith in democracy, our neighbour China emerging from a worse colonial fate and wa-ravaged economy two years after our independence shuttered herself for years for a thorough cleansing from within to the western nations deep distrust and dismay. The same foreigners now are bending over backwards to woo the Chinese for trade and strategic alliances, while they impose stiff conditionalities on us

and treat us no better than an importunate client. China has pushed up its literacy rate to 80 percent in a population of 1,200 million as against India's 52.11 percent in population of 863 million.

The real test of our labours is in what we can show as achievement to ourselves and the world. Enough time has run out and what is left is also running out fast. Our fate is sealed if we do not use every workable method to reach our goal of universal literacy in the shortest possible time. Let's remember universal literacy is by no means a shot at the moon. □

National Awards for Science Popularisation

Knowledge of science and technology (S&T) is a major ingredient for future development, said the former Director-General of the Council of Scientific and Industrial Research (CSIR), Mr. S. Vardarajan while giving away

the National Awards for Science Popularisation in New Delhi recently.

Instituted in 1989 by the National Council for Science and Technology (NCST), the awards are given to individuals and organisations for popularising science, for the coverage given in the mass-media and for popularising science among children. The awards are given on the basis of the work done during the last five calendar years.

The Haryana Vigyan Manch in Rohtak and the Science Centre in Gwalior were given the award for popularising science. This award carries a cash prize of Rs. 1 lakh. Mr. S. Rangarajan of Bangalore and Mr. Dilip Mayengbam of Imphal jointly bagged Rs. 50,000 for giving the best coverage in the mass media, and Mr. Sudhakar Bhakerao of Nasik was given Rs. 50,000 for popularising science among children. □

Recent Books for Neo-Literates

1. KARVA SACH

Nishat Farooq

Rs. 4 50

2. SUHANI SEEKH

Ramdass 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

Suratwala, Suresh. Poverty and illiteracy—Some misconceptions in Adult Education and Development, 39, 1992. pp. 119-24.

The article probes the relationship between poverty and illiteracy or education and development; and tries to analyse generally believed notion that literacy is a key to the development and empowerment of poor and under-privileged. It says that people are poor not because they are illiterate but they are definitely illiterate because they are poor. Both poverty and illiteracy are part of the complex system of deprivation and discrimination, which may be called the culture of poverty. High levels of poverty accompany lower share of assets and higher rate of illiteracy. And as poverty declines the share of the assets increase and illiteracy rates declines to a sharper degree. There are more reasons to believe that poverty reinforces illiteracy while economic well being strengthens the educational base. The real crux of the problem is that poor economic conditions and poor purchasing power prevents people from taking to better education, health, housing and living. Their economic conditions need to be remedied instead of spending huge amounts of money on literacy programmes.

Elenius, Jaakko. Innovation in Adult Education: The Newspaper University in Life and Education in Finland. 2/93, pp. 56-57.

The article discusses the experiment of cooperation between a

newspaper and an university in the field of education of the adult masses in Finland.

The newspaper university was set up by 'Pohjalainen' a newspaper and the University of Vaasa. The newspaper publishes an extensive introductory article on the course. This is followed by the professor's lectures in the form of a series of articles. Those who wish to complete the course either as a part of academic degree or as professional continuing education—will take a final written examination at the university. This examination covers the newspaper articles plus other background literature for the course.

Varavarán, Kasama. Literacy and non-formal basic education in Asia and the Pacific, in Bulletin of the Unesco principal office for Asia and the Pacific, No. 30, December. 1989.

The article surveys literacy and basic non-formal education within the region highlighting successful past experiences and identifying areas which will require attention and cooperative action in future.

A review of ongoing efforts in the region indicates that literacy programmes are no longer seen merely as humanistic responses to compensate for the basic rights of individuals. Commitment and support for literacy is now being justified in terms of perceived contributions to development.

Convergence. Subject/Author Index 1968-1992. Toronto, International Council for Adult Education, (1993). 181 p.

This annotated index provides access to the articles which appear

in convergence over 25 years of the journal's publication from 1968 to 1992.

The index is divided into two parts, the subject index and the personal author index. The subject index lists articles alphabetically under subject headings. Each entry consists of an article title, author's name(s), volume and page numbers, language of the article and a brief annotation in English.

The author index arranges articles alphabetically under the persons name. Only signed articles are listed in this section. Each entry consists of an article title, volume and page numbers, language of the article subject, terms(s) and brief annotation in English.

VHAI. Selected chapters from the 8th five year plan document of Govt. of India. New Delhi: Voluntary Health Association of India, (1993). 61 p.

Three chapters of 8th five year plan which have a bearing on the issues of health and development have been compiled in this volume. These are:

Chapter 12 : Health and Family Welfare

Chapter 15 : Social Welfare

Chapter 19 : Plan Implementation and evaluation.

Population Education Club. Population Explosion and its impact on Environment. Lucknow University Centre for Adult, Continuing Education and Extension, 1993. 112 p. (Mimlographed).

The document is a compilation of the prize winning essays and some other essays considered

worthy in the essay competition on the theme 'Population Explosion and its Impact on Environment' organised by the Centre for Adult, Continuing Education and Extension, Lucknow University. A total of 15 essays have been given in the volume.

Stromquist, Nelly P. Conceptual and Empirical Advances in Adult Literacy, in Canadian and International Education, Vol. 21, No. 2 1992, pp. 40-45.

This article examines the current status of adult literacy discussing the various theoretical and practical concerns. It contains contributions of scholars working in fields such as sociolinguistics, anthropology, cognitive psychology, and education. These contributions have highlighted the complexity, social embeddedness, and variety of uses of adult literacy. Nonetheless, there are still numerous aspects pertaining to the

design, implementation, and impact of adult literacy programme that remain untreated by systematic research. To date, there has been limited overlapping of the concerns expressed by academicians and practitioners. This coupled with the low status of adult literacy as a research field in most universities, accounts for the low productivity. □

SOME IMPORTANT FOREIGN JOURNALS IN ADULT EDUCATION

- TITLE** : ADULT EDUCATION AND DEVELOPMENT
PUBLISHER : German Adult Education Association, Department of International Cooperation, Deutscher Volkshochschul-Verband Fachstelle Fur Internationale Zusammenarbeit Rheinallee 1, D-5300 Bonn 2 Federal Republic of Germany
Periodicity : Biannual
Subscription : Free of cost to Adult Educators in 3rd World Countries
- TITLE** : CONVERGENCE
PUBLISHER : International Council for Adult Education, 720, Bathurst Street, Suite 500, Toronto, Ontario, Canada M5S 2R4
Periodicity : Quarterly
Annual Subscription : US \$ 27.00, for Students US \$ 17.00
- Title** : Life and Education in Finland (LEIF) (formerly Adult Education in Finland)
Publisher : Society for Culture and Education in Finland, Musevkatu 18 A2, 00100
Periodicity : Quarterly
Annual Subscription : FIM 110.00 (Approx. US \$ 25.00)
- Title** : ADULT LEARNING
Publisher : The National Institute of Adult/Continuing Education (England and Wales) 19 B, De Montfort Street, Leicester LE1 7GE UK
Periodicity : Monthly (10 times a year)
Annual Subscription : £ 17.50

IAEA Newsletter

INDIAN ADULT EDUCATION ASSOCIATION
NEW DELHI



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PEOPLE'S PARTICIPATION IN ADULT EDUCATION RESEARCH STRESSED

Dr. (Smt.) Chitra Naik, Member, Planning Commission said in New Delhi on August 13, 1993 that for research in adult education and social sciences, people's participation is essential. Even when writing the report, the people's involvement and reaction is needed, she stressed.

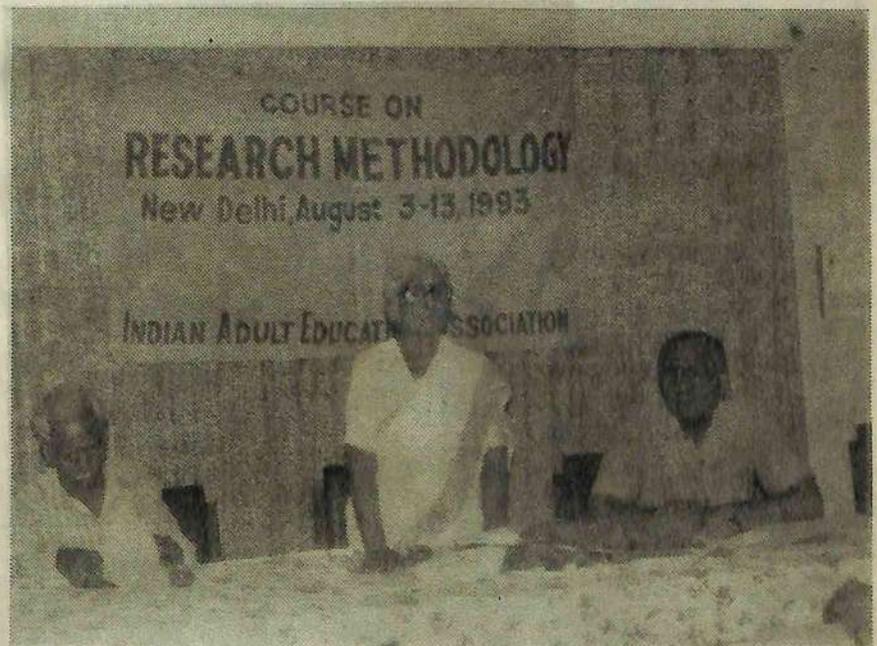
Dr. Naik was delivering the Chief Guest address at the valedictory function of the Course on Research Methodology organised by the Indian Adult Education Association in New Delhi on August 3-13, 1993.

She said in conducting research, the grass-root realities must be taken into account. It is through them that the research ideas arise. The problem of people, she said, have to be taken in its entirety and not only confined to literacy in a particular area. She said in Pune District 137 villages and 85 Panchayats are involved in the participatory research in non-formal education for women.

Dr. Naik felt that in recent

years researchers in education and social sciences have been influenced by the researcher of natural sciences. In educational and social sciences research the results can't be exact because the answers from the people are not the same as expected. For purpose-

ful research, Dr. Naik suggested that interaction with the people was essential. She advised the participants that before deciding about the research design, they should consider why the research was needed and how it was going to benefit the people. The researchers, she said, should not confine to literacy only and the difficulties faced by the people in their day to day life should be taken into consi-



Dr. Chitra Naik, Member, Planning Commission delivering the Chief Guest address at the valedictory function

deration. People must participate to understand their own problems. The researcher and people have to work together, she added.

Earlier, Shri J L Sachdeva, Director, IAEA in his welcome address said that lot of research is needed to strengthen the on-going adult education programme. He said that research could help to point out the weaknesses of the programme and the remedial measures could be undertaken before expanding the programme in other districts. He asked the participants to undertake action research so that the adult and continuing education programme gets enriched.

Shri JC Sharma, Deputy Director IAEA proposed a vote of thanks.

The Course was inaugurated by Shri Sudip Bannerjee, Director-General, National Literacy Mission

in New Delhi on August 3, 1993. He said new methods of research to study mass movements like National Literacy Mission should be undertaken. He feared that clinical research can't understand the problems of the people.

He said that the aims of NLM are to consolidate the on going efforts and generate new initiatives. He appreciated the roles played by the State Resource Centres to the literacy movement. He said that the research has a great role in correcting the shortcomings of the NLM and in strengthening the National Literacy Mission. He said that the course on Research Methodology organised by IAEA is an important step in this regard.

He said that empirical methods for research should not be used for a programme like NLM and only those research methods should be used which could make it a mass movement.

Shri Sachdeva, in his address said adult education has emerged as a distinct field of research and the Association has taken the task of organising a course on Research Methodology on zonal basis and the present one was second in the series. He said that the participants will be familiarised with the types of researches already undertaken, current priorities, tools and techniques, action and applied researches, participatory research, etc.

Shri BR Vyas, former Additional Director, Delhi Administration and Member of the Executive Committee of IAEA who spoke on the occasion emphasised the need to undertake applied researches. He said only those researches which are field-oriented could help in motivating the adult learners towards this programme which was still very much lacking.

Shri KC Choudhary, General Secretary, IAEA in his vote of thanks said that the Association has undertaken research projects from time to time and will continue to undertake research projects in future. Research to strengthen the on-going adult education programme would be priority area of IAEA, he said.

Shri B.S. Garg, President, IAEA addressed the participants on August 6, 1993. He asked them to collect actual data and never conduct research on manipulative data.

Shri RN Mahlawat, Vice-President IAEA talked about the Adult Education related Population Education Project in Rewari during 1982-84.



Inauguration : Shri Sudip Bannerjee, Director-General, National Literacy Mission (sitting second from left) alongwith the participants.

The subjects covered in the Course were a) Perspectives in Adult Education Research ; b) Research in Adult Education—Priorities and Issues; c) Experience and problems of Conducting Research at Grass-root Level ; d) Identifying Research Topics in Education, Continuing Education and Population Education ; e) Tools & Techniques in Research with special reference to Adult Education, Continuing Education and Population Education ; f) TLC Evaluation : Processes and Problems ; g) Diological & Participatory Researches ; h) Action and Applied Researches in Adult Education—Case Studies ; i) Research Design — Preparation and Evaluation ; j) Research in Population Education ; k) Statistical Analysis of Data ; l) Sampling Techniques ; m) Use of Computer in Data Analysis ; n) Methods of Research — Historical and Survey Methods ; o) Improving Research through Qualitative Analysis ; and p) Guidelines for Preparing Research Design with special reference to Adult Education and Population Education. A session on sponsoring agencies in adult and population education was also organised.

In addition to IAEA own faculty, the resource support was provided by Dr. SY Shah, Senior Fellow, Dr. PK Bhargava, Fellow Mr. Prem Chand, Fellow from National Institute of Adult Education ; Shri RS Mathur, Addl. Director, Dr. V Venkata Seshiah, Addl Director and Dr. JP Gupta Joint Director from the Directorate of Adult Education ; Dr. Om Shrivastava, President, ASTHA, Udaipur ; Prof. CL Kundu, Head & Chairman, Deptt. of Education, Kurukshetra Univer-

sity; Dr. MM Ansari, Director (Research), Association of Indian Universities ; Dr. S Shukla, Ex-Professor, Deptt. of Education, University of Delhi ; Prof. RR Singh, Professor, Delhi School of Social Work; Dr. YP Aggarwal, Senior Fellow, NIEPA; Prof. RP Srivastava, Professor, Faculty of Education, Jamia Millia Islamia and Shri Chandan Dutta, Society for Participatory Research in Asia (PRIA)

Study visits to National Institute of Adult Education (NIAE) Directorate of Adult Education, (DAE) Indian Institute of Mass Communication (IIMC) and National Institute of Educational Planning and Administration (NIEPA) were also organised.

17 participants representing six states participated. □

New Office-Bearers of BCAESD

The Bombay Council of Adult Education and Social Development elected the following office-bearers at its General Body Meeting in Bombay on July 26, 1993 :

Chief Advisor & Patron

Mr. Ramesh V Aros ar

President

Mr. Suresh P Prabhu

Vice Presidents

Dr. NV Gayatonde

Mr. PD Haldankar

Mr. PV Gurao

Hon. Gen. Secretary

Dr. JM Gadekar

Joint Secretary

Mr. Satischandra D Chindankar

Treasurer

Mr. RA Samant □

Science of Self Development

One Behavioural Science Researcher says :

1. Make friends : with whom you can exchange ideas on these subjects. It will greatly help in reducing one's own tension.
2. Read good books : to know facts and principles.
3. Do not be a teacher : Don't go to teach anybody. If that happens, he may reject you. Exchange knowledge—not in the style of a teacher.
4. Don't try to reform people : It means, that you must not go straight out to reform him, but go indirectly. Direct approach will be counter productive.
5. Don't try to be a physician: Going to work, where the problem is of the mind, one is tempted very strongly to diagnose and to speak out a remedial prescription. You participate, remaining really faithful to participatory values.
6. Have confidence in yourself. You respect others' skill and competence but put more confidence in your own power.
7. Build your own appropriate image : Finally, I want to say that do not think that you are supposed to give all the answers to all the questions while you are facilitating, lest you lose respect of the trainees. Start off first, within yourself. Then, in the family, in the organisation, in the village. You only can do it. Do not fear. □

HINDI STATES LAG IN LITERACY

"There is a widening gap between the literacy rates of the Hindi-speaking states and the rest of the country. This is causing concern," observed Mr Sudip Bannerjee, director-general of the National Literacy Mission (NLM).

Speaking after a review meeting of the total literacy campaign in Madhya Pradesh, Mr Bannerjee said this programme could succeed only if it became a mass movement and relied less on the bureaucracy for its implementation.

Fifteen of the 45 districts in the state have been earmarked for the literacy campaign and the first phase is expected to cover 1.10 crore people in the 15 to 35 age group. The districts are :Durg, Narsinghpur, Indore, Ujjain, Bilaspur, Raipur, Ratlam, Chhatarpur, Betul, Bhind, Raigarh, Satna, Datia, Rajnandgaon and Gwalior. The literacy rate in the state is 43.45 while the national average is 52.11.

Though Durg and Narsinghpur have been declared totally literate districts, an external evaluation has shown that the targets have not really been achieved. However, Bilaspur has put up a commendable performance and it is one of the six districts in the country to have been chosen for the UNESCO award.

Mr. S.V. Giri, secretary, (education). Mr Arun Kumar Pandya, adviser (education), the chief

secretary, Mr N.S. Sethi, and other senior officials, attended the review meeting.

NEW APPROACH : Mr Bannerjee said that courses were being planned for district collectors to help them adopt an innovative approach. "We have observed that there is no foolproof formula which can be transplanted from one place to another. All our success stories have different ingredients, because the circumstances in one district are different from those in another. But then our failure stories also have a pattern," he said.

The literacy campaign experience shows that in the districts where it has been successful, the percentage of women participants was generally higher. "This obviously shows that the women in the backward areas realise the significance of being literate much better than the men" he observed.

Mr Bannerjee pointed out that the literacy campaign is not an overnight phenomena. "Just because there are facilities available for the people to acquire literacy, they do not necessarily get involved in the project. The people's participation becomes a reality only when they are convinced that it is in their interest to become literate. We now have sufficient experience in this campaign to consider this achievable, and once the right environment and awareness levels are created, the programme succeeds," he added.

Call to Popularise Small Family Norm

President, Dr. Shankar Dayal Sharma said in New Delhi on July 11, 1993 that door to door campaign to popularise the message of small family norm should be organised.

The President was speaking after releasing a two-rupee coin brought out by the Ministry of Finance to coincide with the World Population Day. He said population explosion could pose a great danger to India's development programme. "Each one of us should come forward and convince the masses not only in his own vicinity, but also in the remote rural areas about the importance of having a small family", he said.

Dr. Sharma said controlling population growth was vital to the well-being of humanity because poverty and over-population were two major factors that not only affected the quality of life adversely, but added to the increasing levels of population.

Earlier, in his welcome address, Minister of Health and Family Welfare B Shankaranand stated that the high rate of population growth was eroding the achievements of our development. He said active support and participation of leaders, non-government organisations, panchayati raj institutions and others was needed to generate necessary awareness among the masses about the implications of the unchecked population growth.

Finance Minister, Dr. Manmohan Singh, Deputy Minister for Family Welfare, Paban Singh Gatowar and other dignitaries were present on the occasion.

NOT THE ONLY LINKAGE

K. B. SAHAY

Illiteracy is a handicap worse than many physical disabilities. Mass illiteracy as it exists in India even after 45 years of independence is a crying shame and flies in the face of our democratic values and commitments. Illiteracy is an impediment to the nation's progress in several ways. It is generally believed that illiteracy is one of the major factors that obstructs the success of family planning programmes in India; the single most important factor that is impeding the alleviation of poverty in India, and, aggravating the all round decay is its rapidly increasing population at a very high rate of over 2.1 per cent a year. It is generally believed that the spread of literacy would promote greater acceptance of family planning programmes and would thus arrest the rapid increase of our population. Hence eradication of illiteracy is considered to be the most desirable method to contain our population growth. The objective of this article is to examine in quantitative terms the correlation between the literacy and population growth rates in India.

To analyse the correlation between growth of literacy and changes in population growth rate (PGR), data have been taken from the census reports of 1971, 1981 and 1991. These have been used to calculate the percentage increase in total literacy from 1981

to 1991 and also the respective changes in the average PGR between 1981 and 1991 for different States. The Statewise average PGR for the years 1981 and 1991 have been calculated by comparing the population figures of various States for 1971 and 1981 and again for 1981 and 1991. The percentage increase in the female literacy has also been worked out for different States as it is generally construed that female literacy in particular is the most effective measure to promote family planning.

Let us first examine and discuss the effect of increase in female literacy on the PGR. From an analysis of the census data, it is found that there hardly exists any correlation between increase in female literacy and PGR. A comparison of the results as worked out for Rajasthan, West Bengal, Maharashtra and Gujarat for example, confirm the above statement. Rajasthan has achieved an increase of 9.42 per cent in female literacy and exhibits a 0.35 per cent decline in its PGR. As against this, there is an increase of 0.12 per cent in PGR in West Bengal in spite of an increase of 16.90 per cent in female literacy. Yet again an increase of 16.20 per cent in female literacy in Gujarat has resulted in a decrease of 0.53 per cent in the PGR whereas a similar increase of 15.72 per cent in female literacy in

Maharashtra has resulted in 0.1 per cent increase in its PGR. Even in smaller States like Manipur, Meghalaya, Nagaland, Sikkim and Tripura lack of correlation between female literacy and PGR is found to be obvious. In Sikkim, there is an increase of 25.03 per cent in female literacy and a decrease of 1.65 per cent in PGR. But in Nagaland, in spite of a 21.83 per cent increase in female literacy, the PGR has gone up by 0.41 percent.

Similarly, the data analysis does not reflect any correlation between the increase in total literacy and the changes in PGR. With the increase in literacy, the PGR has been found to decrease in 11 States (Bihar, Gujarat, Haryana, Himachal, Karnataka, Tamil Nadu, Kerala, Manipur, Punjab, Rajasthan and Sikkim), increase in Seven States (Andhra Pradesh, Madhya Pradesh, Meghalaya, Maharashtra, Nagaland, Tripura and West Bengal), and remain unchanged in two (Uttar Pradesh and Orissa).

It may not therefore be correct to view literacy programme as a surefire means to promote family planning for limiting our population growth. The politicians, bureaucrats, press and even experts are often reported to cite the example of Kerala where for some reason both illiteracy and PGR have declined simultaneously as also in many other States.

This is rather fallacious. However, it would be naive to infer that literacy has no role in making the population control programmes a success: in fact, it can play an effective supportive role in promoting family

planning but only under favourable socio - economic conditions such as low infant mortality, adequate old age care etc. Increase in general awareness that literacy should lead to cannot but have an encouraging effect on population control programmes. It is therefore necessary that the role of literacy in population control is appreciated in the right perspective and is neither over estimated nor underplayed.

Illiteracy is a curse and better efforts must be made to eradicate it. However to make the literacy programmes truly meaningful there is need to define properly the levels of reading, writing and arithmetical capabilities that one should acquire to be classified a literate ; and also to develop suitable mechanisms to monitor and certify the success of any literacy programme.

It is indeed encouraging that the Government has recently set up a committee to assess and evaluate the literacy programme which has been going on for the past several years. The committee has been asked to see, among other things, whether the methods employed in mass literacy campaigns are effective and if the duration of the total literacy campaign is adequate for learners. More importantly, however, the committee is to assess the fallout and impact of the TLCs on health and family welfare. Enormous human resources and money are being poured into the TLCs, hence it is a welcome move by the Education Department to examine in detail the objectives, methodology and

efficacy of the literacy programme and to reorient it if so required.

However it is essential to realise that no literacy programme, howsoever efficiently designed, can be a substitute for a proper four years of compulsory schooling for the children, as envisaged in our Constitution. For a nation the antonym of illiteracy is not (mere) literacy, instead it has to be (School) education. The literacy programme could at best be useful for the illiterate adults, that too if the programme is properly designed and implemented. Further, the policy makers would do well to appreciate that even successful literacy programme, difficult as they are to formulate and implement, do not automatically translate into successful family planning. □

नव साक्षरों के लिए

नई पुस्तक

किसी से न कहना

मोनाक्षी स्वामी

मूल्य 8 रु०

भारतीय प्रौढ़ शिक्षा संघ

17-बी इन्द्रप्रस्थ एस्टेट

नई दिल्ली-110002

Freedom is creativity

What does independence mean ?
To him and her and you and me ?
What does it mean to all of us ?
What does it mean to be free ?

Freedom is to do what you wish
To hunt the birds, to kill the fish,
To break, to burn, to fight, to hit
Take a hammer and smash a dish,
No! That is not being free !
That is horrible and silly !

Then what is it
if not all this ?

To be free is not to fight,
Not to scratch and not to bite.
But to learn to read,
To learn to write,
To draw and paint,
And dance and play,
To be good friends,
All night, all day
To be a friend of every tree
Of every bird, and flower and bee
To look at the bright and blue sky
As the clouds go floating by
To watch the birds sing and fly
To know the insects crawling by

Never to scratch
And ne'er to bite
To stop those kids
Who quarrel and fight
Ne'er to push
And ne'er to shove.
To laugh, to smile,
To help, to love.

And so dear friends
Freedom means to love and share,
To be helpful and to care,
Not to be afraid and not to fear
To love the people everywhere.

SAFDAR HASHMI

IIMC Branch at Dhenkanal

The Indian Institute of Mass Communication has established its first branch at Dhenkanal (Orissa). It was inaugurated on August 14, 1993 by Union Minister for Information and Broadcasting Mr. K.P. Singh Deo.

The Dhenkanal Branch would focus on developmental communication with special emphasis on rural and tribal communication.

To start with it would provide training in English Journalism to 30 students.

Prof. B. B. Mohanty, Head, Department of Audio-Visual Communication IIMC and Treasurer, Indian Adult Education Association is the Resident Director of the newly established Branch. □

VLN Reddy Retires

Prof. V.L.N. Reddy, Professor of Adult Education, S.V. University, Tirupati, retired on July 31, 1993 after serving for over 20 years in the Department of Adult Education.

A function was arranged to felicitate Prof. Reddy in the University Senate Hall on July 31. Shri A. Chengal Reddy, Chairman, Tirumala Tirupati Devasthanams (TTD) presented a memento to Dr. Reddy. Prof. P. R. Naidu, Principal, S. V. U. College of Arts and Science, Tirupati presided. Among others, who spoke on the occasion were Dr. M. V. Suddhakar Reddy and Dr. M.C. Reddeppa Reddy. □

Saksharata Sammelan, Rewari

Janta Kalyan Samiti (JKS), Rewari (Haryana) organised a 'Saksharta Sammelan' (Literacy Camp) as a part of its strategy to motivate field functionaries and learners, and to create an atmosphere for creating demand for literacy. The Sammelan was presided over by Shri B. S. Garg, eminent educationist and President, Indian Adult Education Association. Shri K.C. Choudhary, Hon. General Secretary, IAEA, and Member, Backward Classes Commission, Madhya Pradesh was Chief Guest on the occasion.

Field functionaries from Bawal and Rewari Blocks, Panch, Ex-service men, Neo-Literates etc. participated.

An exhibition on Literacy was arranged. A drama (Anpadh Tai (Illiterate Aunt) highlighting disadvantages of illiteracy was presented.

Shri Choudhary, in his address said that people should come forward to raise their voice against oppressive and unjust social system to get social justice. He asked the women to participate in literacy programme with their full vigour and zeal so as to become partner in development.

In his presidential address, Shri Garg said that District Administration should take keen interest to make literacy programme a success. He also urged women and other weaker sections to participate in the literacy programme so as to get benefit of various schemes launched by the Government for their upliftment.

Earlier, Shri R. N. Mahlawat, President, JKS and Vice-President, IAEA, in his welcome address highlighted the efforts made by JKS in promoting adult and vocational education in Rewari.

Documents

Chitins, Suma and Altbach, Philip G. Eds. Higher Education Reforms in India: Experience and Perspectives. New Delhi, SAGE Publications, 1993 pp. 438. Rs. 395/-.

The document is a collection of essays on various aspects of higher education in India. Various contributions present case studies of innovative developments such as the institutes of technology in universities etc. It examines broader elements which shape the reality of higher education in India—financial arrangements, the complex language situation, the examination system and problems of access to education.

Ramabrahmam, Adult Education: Policy and performance. New Delhi, Gian Publishing House, 1988. pp. 230. Rs. 150.

The main objectives of this study are:

(1) To study and analyse the functioning of voluntary agencies involved in National Adult Education Programme (NAEP) with reference to staffing pattern, recruitment and training of instructors and supervisors, supply of teaching materials, problems encountered in running adult education centre and suggestions to improve the programme.

(2) To analyse the working of adult education centres location, facilities and functioning.

(3) To determine the socio-economic

conomic background of the learners.

- (4) To assess the achievement of learner in terms of literacy and numeracy skills, the level of social awareness and improvement of functional skills of the learners, all of which are the goals of the National Adult Education Programme.
- (5) To analyse the socio-economic background of instructors and supervisors and its correlation with the programme and also to analyse their attitudes towards the aims and methods of the programme.
- (6) To examine the general performance of the voluntary agencies in the implementation of the programme.

Rehman, M. M. and Biswal, Kamalkanta. Education work and women : An enquiry into gender bias. New Delhi. Commonwealth Publishers, 1993. pp 203. Rs. 250.

The book attempts to measure gender disparities that exist today in various fields. It specially focuses on representations of women in education and employment sectors at global, national, village and individual levels.

This book consists of six chapters. Chapter one discusses gender related issues and subordination of women in the historical perspective. It also outlines the concerns of the international

and national bodies for women's development. This chapter also provides a global picture of women's representation in education and employment in various regions/countries. Chapter two describes the position of women in the education sector at its various levels. It also shows the intra-gender disparities existing in their representation. Chapter three examines the employment scenario and women's position therein, and provides information with regard to women's education, specific employment status. Chapter four describes perception of an individual woman about her situation; while Chapter five examines situation of gender differentiation in education and employment at grass root level. Chapter six discusses gender issues from a theoretical perspective, provides some ideas as policy direction and identifies some future research areas.

Tilak, Jandhyala BG. Educational Planning at Grassroots. New Delhi, Ashish Publishing House, 1992. pp 212. Rs. 200.

This study on micro-level planning in education presents an exercise on district-level planning in education and estimates the cost of education by levels in two location specific areas, specifically two educational clusters, besides providing estimates at district and block levels. The study also identifies all the educational and other infrastructural facilities that are available within and outside the education sector

in the area, and how these can be used for educational development. Finally it presents estimates on costs of education at various levels.

Visaria, Pravin, Gumber, Anil and Visaria, Leela. Literacy and primary education in India, 1980-81 to 1991 : Differentials and

Determinants in Journal of Educational Planning and Administration, Vol VII No. 1, January 1993, pp. 13-62.

The paper presents the Census and National Sample Survey data on crude literacy rates and school attendance ratios of children aged 5-9 and 10-14 for 17 major Indian States during 1981-91. The paper also outlines the (un-weighted) central sample data of the NSS 35th Round (1980-81) on participation in primary education and drop-outs for children aged 5-14 in Gujarat and Maharashtra. The reasons for non-enrolment and drop-outs have been examined by broad caste groups and the economic status of the households.

In 1986-87, in the country as a whole, two-fifths of rural and one-fifth of urban children aged 6-14 were never enrolled in schools. A lack of interest in education and economic factors were the two major reasons for the phenomena of non-enrolment and dropping out in the two states of Gujarat and Maharashtra as well as the country as a whole.

IAEA Newsletter

INDIAN ADULT EDUCATION ASSOCIATION
NEW DELHI



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No. 6

LITERACY AWARDS FOR ARUNA ASAF ALI AND V. S. MATHUR

Smt Aruna Asaf Ali and Shri V.S. Mathur have been selected for the Tagore and Nehru Literacy Awards for the year 1993.

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.

Noted freedom fighter, educator and reformer, Smt. Aruna Asaf Ali has played a pioneering role in promoting adult and continuing

education in Total Literacy Campaign. She has worked for empowerment of women through vocational training, cooperatives, legal aid, etc.

She is recipient of Lenin Peace Prize (1965), Indira Gandhi Award for National Integration (1987), Jawaharlal Nehru Award for International Understanding (1991) and Padam Vibhushan (1992).

The Nehru Literacy Award winner, Shri V. S. Mathur is a pioneer of adult education move-

A Look at the Pune Conference

The 45th All India Adult Education Conference of the Indian Adult Education Association (IAEA) will be held in Pune (Maharashtra) on December 27-30, 1993. It is being organised in collaboration with Indian Institute of Education (Pune).

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

(Contd. on page 3)

with the trade union movement, and was General Secretary of the Asian and Pacific Regional Organisation of International Confederation of Free Trade Unions (ICFTU) for over 24 years.

Shri Mathur, President, Lok Shikshan Samaj, Society for Promotion of Organisation of the Rural Poor, Labour Organisation of the Rural Poor and the Indian Federation of Trade Union Cooperation has done meritorious work in promoting education among workers particularly of the unorganised and the rural sectors. He had also been member of panel of Consultants of ILO on Workers Education. □



education among women.

She is the founder President of Dr. A. V. Baliga Memorial Trust, New Delhi which is actively enga-



ment in the country. He was the initiator in developing educational-cum-recreational centres for adults. He has been closely connected

LITERACY ESSENTIAL FOR PROGRESS

The President Dr. Shankar Dayal Sharma said that concerted effort was required for removing illiteracy and improving the condition of mankind. "Literacy is an indispensable component for human resource progress," he said.

Inaugurating the International Literacy Day celebrations in New Delhi on September 8, 1993, Dr. Sharma said that spread of literacy would open new vistas of knowledge—help in communication and bind the human race in harmony and brotherhood.

Though progress has been made in the positive direction, the President pointed out that much more remains to be done as the "rate of growth of population and the drop-out rate at the primary stage of education have been cited as being primarily responsible for the alarming level of illiteracy in our country.

Suggesting ways to move ahead in the direction of total literacy, the President said that "a plan of action which unites the Centre and the States, the local bodies, the voluntary organisations and individual workers in an all-embracing national effort cannot but succeed in the attainment of its objective."

This year's theme for the Literacy Day was literacy and national integration. Dwelling on this aspect, Dr. Sharma remarked, "national integration really constitutes a feeling of oneness and

solidarity among the people regardless of dissimilarities."

The President also highlighted the role Radio and TV can play in eradicating illiteracy in the country. Referring to the wide reach of both the media, he said that their potentials have to be tapped effectively.

"Public opinion will need to be mobilised and harnessed on a large-scale and resources made available to combat illiteracy, Dr. Sharma said and added that attaining universal literacy was a challenge and could be met only with the requisite political commitment combined with involvement of NGOs and member-states of the United Nations.

In his address, the Union Minister for Human Resource Development, Mr. Arjun Singh said that "the task before our generation is even more enormous than that which confronted our fore-fathers at the time of Independence".

The HRD Minister also called upon the people to work for a literate India free from the scourge of narrow-mindedness, bigotry and communalism.

Highlighting the Government efforts towards total literacy, he said that more than five million volunteers had been mobilised, two thirds of them women, to fan out in the districts of the country to eradicate illiteracy. The total literacy campaign has been extended to over 200 districts, he added.

Mr. Singh noted that what was also needed was a strong system of school education which would help students enrol and also prevent them from dropping-out of school.

Ms Selja, Deputy Minister of Education speaking on the occasion, said "it is vital to ensure involvement of women in all spheres of education since both as learners and trainers they are particularly motivated."

The UNESCO Director General Mr. Federico Mayor, said education was our only chance today, a supreme opportunity to conquer the great evils of third milenium. □

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A Look at the.....

(Contd. from page 1)

The Zakir Husain Memorial Lecture will be delivered by Dr. (Smt.) Chitra Naik, Member, Planning Commission during the conference.

The General Body meeting of IAEA will be held on December 28, 1993.

The election of members for the Council and of the Executive Committee of IAEA will be held on the 29th and 30th December, 1993 respectively. The election programme circulated to members vide letter dated Sept. 6, 1993 is given below:

Programme of Elections of IAEA

1. Preparation and publication of list of Member Voters
12 December 1993
2. Submission of Form (s) I-D for contesting Elections
20 December 1993
3. Scrutinisation of the Nomination Forms
24 December 1993
4. Display of list of all qualified candidates at Pune (at the Conference venue)
27 December 1993
2.00 p.m.
5. Last date for withdrawal of Nomination(s) at Pune (in writing only)
28 December 1993
5.00 p.m.
6. Election of 25 members to the Council from amongst the individual members. Result will be declared immediately after counting)
29 December 1993
10.45 a.m. to
12.00 noon

7. Election of 75 members to the Council from amongst the institutional Members (Result will be declared immediately after counting)
29 December 1993
12.00 noon
8. Meeting of the Newly Elected Council to elect Office-Bearers and Members of the Executive Committee
30 December 1993
9.30 a.m.
9. Result of the Election of Office-Bearers and Members of the Executive Committee
30 December 1993
1.30 p.m.

The members who have not received the invitation letter for the Conference and the notice of the elections of IAEA should write to the General Secretary, Indian Adult Education Association, 17-B, Indraprastha Estate, New Delhi-110002

The last date for registration for the Conference is November 30, 1993. Delegation fee of Rs. 50/- is to be sent to the Association before November 30.

Those desirous of writing paper on the theme of the Conference should write to the Director, IAEA before November 10, 1993.

An exhibition of books, posters, charts, photographs will also be held during the conference.

The contact person in Pune is Dr. Suman Karandikar, Hon. Director, Indian Institute of Education, J.P. Naik Path, Karve Road, 128/2 Kothrud, Pune-411029. Tele: 333336 (Director) 336980 (off) Grams: INDINSTED

Women's Integrated Learning for Life (Will)

A programme to impart literacy skills and knowledge to adult women to enable them to fulfil their role as development agents in society has been launched as an integral part of ICDS.

The objectives of WILL are: to enable illiterate girls and young women to acquire the skills of literacy; to promote a better awareness of health, hygiene, nutrition and family planning among girls and young women; to impart need-based training in home-management and child care; to foster civic awareness among young women, so as to enable them to play their role as citizens of the country; and to develop small libraries of books in local languages to sustain the newly acquired literacy skills.

The target age-group is 11-35 years.

The scheme will provide knowledge of 3R's, health and hygiene, food and nutrition, family planning, home management and home based crafts, child care, civic education, home-based occupations and poultry keeping

Magsaysay cash prize raised

Recipients of the annual Ramon Magsaysay Award, Asia's version of the Nobel Prize, will receive 50 000 dollars each starting this year, it was announced recently

The cash prize accompanying the most prestigious private honour in the region previously stood at 30,000 dollars. It is given out yearly in the five categories for outstanding work in Asia.

The award, named after a popular Philippine President and supported by the Rockefeller Family of the United States, was given recently to Indian obstetrician Banoo Jehangir Coyaji, 75, for her work among impoverished rural women.

INDIA HAS LARGEST ADULT ILLITERATE POPULATION

A report, titled "Education for All: Status and Trends", brought out by UNESCO and released on the eve of the three-day meeting of International Consultative Forum on Education for All has revealed out that India has the distinction of housing 281 million illiterate adults followed by China with 224 million. Pakistan, Bangladesh, Nigeria, Indonesia, Brazil, Egypt, Iran and Sudan together account for 200 million adult illiterates while the rest of the world contributes 243 million.

The report, which has also ranked 87 developing countries according to their net enrolment ratio (NER), has placed India with 66.3 per cent NER at number 50 on this list. Five countries which achieved full enrolment of their primary school age-group are China, Republic of Korea, Singapore, Sri Lanka and the United Arab Emirates. At the bottom of the list are five countries with NERs of less than 25 per cent: Liberia, Bhutan, Afghanistan, Mali and Somalia.

The NER, according to the report, is defined as the number of pupils enrolled who are in the officially defined primary school age group, expressed as a percentage of the total population of that age group.

Indian Scene: A country paper, prepared for the conference by the human resource development ministry, titled "Education for All: The Indian Scene", has pointed

out that though India's elementary education system has expanded to be one of the largest in the country and the enrolment at the primary stage has increased about five-fold from 19.2 million in 1950-51 to 101.6 million in 1991-92, the number of children who are out of school continues to be on the high side.

It was stated that the number of children (6 to 14 age group), who were outside the elementary school system in 1991-92 was 24 million. According to the report, the problem gets more complicated as the drop-out rate, though declining, continues to be high as nearly half the children who enter class I drop out before reaching class V and two-thirds of the

children before reaching class VIII. Gender disparities are also conspicuous with regard to enrolment and retention and though the number of girls who enrolled at the primary level increased from 5.4 million in 1950-51 to 42.4 million in 1991-92, girls still account for only 46.7 per cent of the total enrolment.

"Universal participation is still elusive.....universalisation of elementary education (UEE) is a daunting task but, nevertheless, an achievable trend going by national trend", the report added.

The Forum meeting is a prelude to the summit of nine most populous countries, to be held in India in December. These countries China, India, Mexico, Indonesia, Nigeria, Brazil, Bangladesh, Pakistan and Iran - account for three-quarters of the world's illiterates. □

Recent Books for Neo-Literates

1. KARVA SACH

Nishat Farooq

Rs. 4.50

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

TOTAL LITERACY POSSIBLE, SAYS ARJUN SINGH

The second meeting of the International Consultative Forum on Education for All (EFA) opened in New Delhi on September 8, 1993 with the human resource development minister, Mr. Arjun Singh, declaring that total literacy in India was not a dream but an achievable target as shown by the massive campaigns in pursuing this objective.

The three-day Forum meeting, attended by over 60 representatives from 20 countries, UN bodies, donor agencies, inter-governmental agencies and non-governmental organisations, was convened jointly by the UNDP, UNESCO, the World Bank and the UNICEF. The Forum came into existence after the 1990 world conference on education held at Jomtien in Thailand, to periodically review the progress made by various countries in achieving the goal of education for all.

Two Pronged Strategy : Mr. Arjun Singh said that education for all is not a mere slogan since everyone has a right to education. In India, he said, long strides have been made in the march towards education for all but much still remains to be done. The minister said that a two-pronged strategy of universalisation of elementary education and universal adult literacy had been adopted for achieving EFA goal.

While the total literacy campaign (TLC) is the main strategy for

achieving adult literacy, in the area of universalisation of elementary education, the accent is as much on retention and achievement as on enrolment, Mr Singh said.

An innovative approach being tried out now in several parts of the country, he said, is the District Primary Education Programme (DPEP), which lays emphasis on local area planning. This approach is in tune with the concept of decentralised management of education ensuring people's participation in the educational process.

Global Cooperation : The UNESCO director-general, Mr. Federico Mayor, stressed the need for promoting cooperation between people at the global level to achieve the goal of universal primary education by the year 2000.

He explained that while the first Forum meeting focussed on the prospects of achieving universal primary education by the year 2000, the present meeting will examine the qualitative dimension. He emphasised that continuous efforts must be made to improve both the efficiency and effectiveness of basic education programmes both for the sake of improving quality and for the good management of scarce resources.

In a separate message on the occasion of International Literacy Day, Mr. Mayor said education is the only way by which underdevelopment, pollution and violence could be removed. At the same

time, education could help an individual achieve wisdom and self-control "at a time when intolerance is on the increase in the form of fundamentalist movements and perverse type nationalism," Through education, he said, people could strive towards a more harmonious and caring form of social and economic development.

Female Literacy : Later, in a round table discussion on "Basic education for girls and women," Dr. Mira Seth, member, Planning Commission, said female literacy rates indicate a universal phenomenon of girls having less opportunities in the developing countries with as many as 30 countries showing a rate of 7 to 25 per cent. This, she said, affects the enrolment of women in the primary, secondary and tertiary sectors and leads to high growth rates of population, high fertility and low contraceptive rates. On the other hand studies show that improvement in basic opportunities for women in education is the *sine qua non* for development in the health sector.

Dr. Seth suggested that if girls' education was to be promoted seriously what was required was a strong political commitment from all developing countries for unless it was forthcoming, increased female literacy would be difficult to achieve.

Other recommendations listed by her included special provisions for infrastructure in inaccessible areas, change in cultural beliefs, child care facilities for infants, hiring of more female teachers, greater community participation

(Continued on page 7)

DISMAL BIHAR PICTURE

R. K. PURI

Perhaps the most important index of the quality of life in any place is the educational level of its population. The crude index of educational level can be measured by the literacy rate of the population. The literacy status of each individual does not, of course, indicate the educational level as it merely establishes whether one can read and write with understanding in any language, even though one might never have gone to a school. Nevertheless, in a country like India, where even now roughly half the population are illiterate, this crude index is quite revealing.

The literacy rate used to be worked out till the 1981 Census by taking the percentage of the literates among the total population. However, while working out a meaningful or effective literacy rate, one should not include the younger population aged less than 7 years. In the 1991 Census, such children were treated as illiterates, and the literacy rates have been calculated in terms of the percentage of the literates aged seven and above among the population in the same age group.

The literacy rate thus compounded is 52 per cent—64 per cent for males and 39 per cent for females. There has been a distinct improvement in the literacy rates since 1981; the total literacy rate

having gone up from 44 per cent to 52 per cent in a decade. There was also a marked improvement in female literacy rate from 30 to 39 per cent. The decennial growth of literacy in India has been much more than the growth of population during the last decade. While population went up by 23.8 per cent during 1981-91, the literate population went up by 49.4 per cent. However, the sheer weight of our population base has led to an increase in the absolute number of illiterates over the last decade from 302 million to 320 million.

Against this background, the abysmally low literacy levels in Bihar—the second most populous State of India—needs special attention. Bihar had a population of 86 million on March 1, 1991, which is more than 10 per cent of India's population. It has the dubious distinction of having the lowest overall literacy rate in the country—38.5 per cent—with Rajasthan coming next. Out of the 42 districts in the State in 1991, 28 had a literacy level of less than 40 per cent while 10 had a level between 40 to 50 and only four had a level of more than 50 per cent. Eight districts had a literacy rate between 25 to 30 per cent while one district (Kishanganj) had a very low rate of 22 per cent only. Most of the districts with lower levels of literacy were in

north Bihar.

What is, however, more painful is that there is a very large differential in literacy between males and females, the female literacy rate being less than 23 per cent as against 52 per cent for males. In this respect, Bihar keeps company with States like Rajasthan, Uttar Pradesh, Madhya Pradesh, Haryana and Orissa—the differential being much wider in the first two of these States and equal in Madhya Pradesh. The female literacy rate is an indicator not only of the status of women but various other demographic and socio-economic ills. In fact, female literacy has now been recognised as the most sensitive index of social development. No wonder, the four States of Bihar, Madhya Pradesh, Rajasthan and Uttar Pradesh have been given the acronym of Bimaru (which means "sick")

The average level of female literacy in Bihar was less than 23 per cent in 1991—much below the all-India average of 39 per cent. There was, however, a marked variation among the districts. Out of 42 districts, only four had a female literacy rate of more than 30 per cent, while 18 had a rate lower than 20 per cent. In fact, in six districts, the rate was lower than 15 per cent even.

When we look at the rural areas, the position is found to be much worse. In rural areas, as many as 27 districts had a rate less than 20 per cent, out of which 14 had a rate less than 15 per cent. In Kishanganj district, the female literacy rate in rural areas was just

7.55 per cent only. Not even a single district of the State had a rural, female literacy rate higher than the all-India average of 30.6 per cent—the nearest district to this average being Patna (27 per cent).

In 1981 the literate women in Bihar (in the age group of seven and above) numbered 224 lakh while in 1991, their number had gone up to 250 lakh—an increase of 26 lakh. On the other hand, the number of literate women had gone up by 30 lakh from 44 lakh in 1981 to 74 lakh in 1991. This is the saving grace of an otherwise dismal situation on the female literacy front in the State.

A low female literacy rate is a concomitant of higher fertility, higher female mortality, higher infant mortality, a higher dependency on the agricultural sector (91 per cent of the female workers in Bihar were found to be engaged in the agricultural sector in 1991 as against the all-India average of 79 per cent only), a very low status of women in society and a host of other social evils like the dowry system, female infanticide, neglect of female children, and a gross malfunctioning of the democratic electoral system. When a very large majority of voters even do not know how to read and write, how can they exercise their franchise in a fair and realistic manner?

The spread of literacy among women folk of Bihar should be the main priority of the State for the next decade, if we are to make any positive impact on the social life of the State. This is a challenge not only for the National Literacy Mission but also for the various social and voluntary organisations.

'ENTRUST EDUCATION WITH LOCAL BODIES'

The Panchayati Raj institutions and municipal bodies should be entrusted with the management of educational programmes to help the country achieve total literacy and universalisation of elementary education.

This recommendation has been made by the Committee on Decentralised Management of Education headed by Karnataka Chief Minister Veerappa Moily in its report presented to Human Resource Development Minister Arjun Singh recently.

The Central Committee has proposed a four-tier structure of standing committees on education in each district. The separate committees would be at the levels of zilla parishad, intermediate level panchayat samities, panchayats where jurisdiction extended to a group of villages and panchayats where jurisdiction is limited to one village.

"It is increasingly becoming evident that bureaucratic systems were not able to manage the challenges in the field of educational development and the people's participation is seen the world over as an essential prerequisite for achieving the goal of education for all," the Moily Committee noted.

The committee comprised 27 members, including State Education Ministers and academicians.

The standing education committees have been assigned the task for promoting programmes such as early childhood care and education, primary education, non-formal education and adult education.

The Moily Committee suggest-

ed that the education committee at the panchayat level could be given statutory authority by bringing it under the Panchayati Raj legislation. The tenure of this committee would be the same as the tenure of the panchayat.

It should be the endeavour of the committees at the appropriate level that every child in every family participated in primary education, the committee, said. Persuading parents of non-attending children to send their wards, to schools and enthusing adults for literacy programmes may form a significant agenda for its activities.

Total Literacy Possible...

(Contd. from page 5)

and scholarships for girls and cash incentives for the parents.

Joint Efforts : In another round-table discussion on "New partnerships in education for all", organised by the UNDP, participants emphasised the need for collaborative efforts between government and non-governmental organisations, the private sector, local communities, religious groups and families for achieving the goal of Education for All.

These partnerships, it was felt, could be in the form of NGOs taking on activities which are complementary to formal schooling or the involvement of the business community in basic education through the provision of non-formal education, schools and day-care facilities for their employees.

Similarly, local communities can become active partners in the education process by contributing labour, financial and local material resources towards this effort. They can, for instance help to manage schools or non-formal programmes and provide effective governance to see that public or NGO funds for education are effectively used.

Documents

Reddy, P. A. and Indira, K. Reading interest of adults, New Delhi, Uppal (3 Ansari Road), 1993, p. 287. Rs. 275

The document consists of six chapters. Chapter I gives a brief introduction about the human resource development, importance of literacy, Jan Shikshan Nilayams, Post literacy and follow-up programmes and importance of reading interest and study habits of neo-literates. Chapter II presents reviews of some of the relevant studies. The research problems, objectives, hypotheses and variables are presented in chapter III. Chapter IV deals with the construction and finalisation of schedule to identify the reading interests and study habits of the neo-literates. The results of this study are presented and discussed in Chapter V. Chapter VI gives summary and conclusions.

Raju, K. A and Takalkar, Anil, Eds. Rural Development: A Directory of Research in India 1989-90, Hyderabad, National Institute of Rural Development, 1993, p. 196.

Fourth in the series this directory covers the research projects completed or in progress during the year 1989 and 1990 in rural development

It presents information relating to 370 projects received from 73 institutions.

In the Directory, the projects are grouped under the institution/universities and within them under the departments/faculties by which the research has been undertaken. Whenever there are more than one research project—carried out by a department—they are presented alphabetically under the project leader. The objectives, methodology of the project and the conclusions are provided in the form of an abstract. Information relating to sponsors and collaborators is also incorporated in the entry.

Different indices provided at the end include author, subject sponsor and collaborators.

The document reports five researches in adult education, two in literacy and one in non-formal education.

Reddy, G. Lokananda. Education for unorganised sector, New Delhi Ashish, 1992, p. 301, Rs. 400.

The present study is confined to identification of knowledge and educational needs in the areas of nutrition education, health education, population education of the four categories of unorganised workers, namely agricultural labourers, brick workers, stone cutters and potmakers.

It also studies the influence of variables like age, sex, caste, educational status, family size and marital status of the unorganised workers on the knowledge and educational needs in the above said areas.

The study also aims to examine the relationship between know-

ledge and educational needs of different categories of organised workers.

Mohanty, Jagannath. Adult and non-formal education, New Delhi, Deep and Deep, 1993. (F 159 Rajouri Garden) p. 315, Rs. 275.

This book has two parts; (i) Adult Education and (ii) Non-formal Education. Both are inter-related and inter-dependent.

The part 1, relating to adult education, consists of the chapters on Development of Adult Education in India, its importance for the success of the democracy, its Management Strategies and Methodologies, Learning Society, Literacy and Development, Adult Literacy Campaign in Britain, Communication Media and Materials, Life-long Education, Methods and Techniques of Teaching Adults, Distance Learning System, Area Development Approach, Educational Broadcasting, Open University, Evaluation and Research in Adult Education, Theories and Methods of Paulo Friere and Binode Kanungo.

The Part II on Non-formal Education encompasses chapters—Meaning, Scope, Nature and Function of Non-formal Education, its need for National Development, its Objectives and Clientele, Agencies and Coordinators, its Development in India, its Methods, Media and Materials, its Evaluation and Monitoring. Alternatives in Education like De-schooling, Cultural Revolution and Non-Formal Education for under-privileged.

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NEW DELHI



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No. 7

CENTRAL ZONE CONFERENCE ON ADULT EDUCATION: A BRIEF REPORT

The two-day Central Zone Conference on Adult Education was organised by the Indian Adult Education Association in Rewa (MP) on August 21-22, 1993.

Inaugurating it, Shri J. S. Mathur, Collector, Rewa said that education of the masses was essential to remove backwardness from the country. He said adult education programme has to be accepted as a challenge and not as routine educational work.

He said primary education schools have been opened in almost all villages of the country, yet the target of universalisation of elementary education has not been achieved. This, he said, was due to lack of positive attitude towards education. The parents being illiterate do not feel the necessity of sending their kids to schools.

Unless the adult education programme is taken with missionary zeal, the necessary motivation among the learners could not be created, he felt. He appealed for

concerted efforts to make the programme a success.

Shri K. C. Choudhary, General Secretary, IAEA speaking on the occasion said that adult education was essential to enable the poor to take advantage of the development programmes launched for them.

Shri N. C. Pant, President, Central Zone and Vice-President, IAEA in his presidential address said that in total literacy campaign the influential people of the area must be actively involved and the campaigns should not remain merely in the hands of Government officials.

The voluntary agencies, he said have important role in TLCs and should be closely associated with the programme.

Earlier, Lt. Col (Retd.) K. S. Bhardwaj, former Director of Adult Education, APS University, Rewa in his welcome address said that corrective measures must be taken on the weak points being noticed in the implementation of

Pune Conference Postponed

Due to earthquake in some parts of Maharashtra and massive relief works being undertaken in the state, the 45th All India Adult Education Conference which was to be held in Pune (Mah.) on December 27-30, 1993 has been postponed.

The General Body Meeting and the Meetings to elect members of the Council and of the Executive Committee which were to be held on December 28, 29, 30, 1993 have been cancelled. The new dates of the Conference and the new election programme will be announced later on.

TLC so that the target of achieving total literacy by the year 2000 could be achieved.

Shri J. L. Sachdeva, Director IAEA proposed a vote of thanks. He also presented the working paper in the plenary session.

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

1. Teacher-student involvement

in Adult Education programme.

2. Role of universities and voluntary agencies in adult education programme
3. What approaches are needed to achieve about 80-85 per cent literacy by the year 2000 ?
4. Strategies for Post-Literacy and Continuing Education.

Rao Rana Bahadur Singh, Chief, Chinmaya Ashram was the guest of honour at the valedictory function. In his address, Shri Rao said adult education programme to succeed must have functionaries with a high degree of motivation and commitment. He said that the aim of education should be to give purity of thought.

Shri A. H. Khan, Secretary, Central Zone proposed a vote of thanks.

30 participants representing the states of Bihar, Madhya Pradesh and Uttar Pradesh attended. Universities of Jiwaji (Gwalior) Bhopal, APS, LN Mithla (Darbanga), Gorakhpur, Kanpur and Magadh also deputed representatives. The Directorate of Adult Education, New Delhi also deputed a representative.

The conference after two days of deliberations made the following recommendations :

Recommendations

1. The Central Zone Conference of the Indian Adult Education Association held in Rewa on August 21-22, 1993 welcomes the steps taken by Govt. of India in accelerating

the programme of literacy education in the country. But it notes that the three states of the Zone—Bihar, M.P. and U.P. are still lagging behind in literacy as compared to many parts of the country and all out efforts should be made to promote literacy in the states of the zone.

2. The Conference notes that in the Total Literacy Campaigns, the major burden is still on teachers and students. This it feels should not be confined to them only. It recommends that other sectors of the community should also be involved particularly the housewives, ex-servicemen and the other educated people. Their active involvement will give a boost to the entire programme.
3. The Conference notes that at many places in the Zone the volunteers have started demanding payment as they find that other functionaries connected with TLC are getting salaries/honorariums. It feels that either payments or adequate incentives should be provided to the volunteers too.
4. The conference recommends that well-established voluntary organisations should be actively associated with the programme right from the planning stage. The Govt. must take benefit of their experience and expertise in the field. Adequate assistance should be provided to them for specific work. But at the same time the Conference urges voluntary organisations

to raise their own funds and should not be dependent entirely on Government grants. The VAs which are not delivering goods should also be weeded out so that there is no wastage of public funds.

5. The conference urges the UGC to give grants to Universities in time so that there is no time gap between environment building and the implementation stage. It also calls upon the universities to organise more and more need based continuing education programmes for the educated people which by and large should be self-supporting.
6. It recommends that UGC should continue its assistance to the Departments of Adult, Continuing Education and Extension beyond 1995 so that Universities continue to play their role in promotion literacy population education and continuing education.
7. The conference recommends that success stories where the volunteers and learners have participated effectively in the programme and have achieved the norms of NLM should be produced both in print and visual media so that other also get motivation to join the campaign.
8. The Conference notes with concern that further expansion of JSNs has been stopped. It feels that this is not a step in the right direction and the Govt.

(Contd. on page 6)

INTERNATIONAL LITERACY DAY CELEBRATIONS

Madras

The Department of Adult and Continuing Education, University of Madras, the Women's Indian Association and the Women's Voluntary Service of Tamil Nadu jointly organised the International Literacy Day on September 8, 1993.

Prof. S. Sathik, Vice-Chancellor, Madras University was the Chief Guest on the occasion. In his address, he said that jobs should be delinked from degrees. He asked the girls who have benefitted from welfare programmes to undertake adult literacy work.

Smt. Sarojini Vardappan in her address emphasised the need to provide skill development courses so that women can start their own cottage industries.

(Dr. (Mrs.) Rajkumari Chandrasekar, Head, Department of Adult Education of the University stressed the need to give more emphasis on women's education so that they become partners in all-round development of the country.

Cultural programmes were also organised on the occasion. Prizes were distributed to supervisors, animators and children for their good performance.

Smt. Saraswathi Srinivas, Co-Chairman, Total Literacy, Women's Indian Association, delivered the valedictory address.

Tirupati

The Department of Adult and

Continuing Education, S.V. University, Tirupati organised a symposium on Literacy and National Integration on September 8.

Inaugurating it, Prof. P.N. Naidu, Principal, S.V. University College of Arts and Sciences said that adult education was an instrument for development. He said that Government and NGOs should participate with commitment to eradicate illiteracy. He stressed the need to strengthen the post literacy campaigns.

In his key-note address, Dr. A. Venkatrami, Professor of Education said that environment play an important role in national unity and integrity. He said that teachers have an important role in preaching unity and communal harmony.

Dr. M. V. Sudhakar Reddy, Director of Adult Education of the university in his presidential address said that S. V. University is associated in the implementation of TLC in Chittoor, Nellore and Cuddaph.

Earlier, Mr. M. C. Reddappa Reddy, Department of Adult Education welcomed the participants.

Among others, Prof. P. C. N. Reddy, Linguistic Department, Dr. D. Rama Krishnaiah, Education Department, Dr. A. Ranga Reddy, Economics Department, G. Gurusurthy, Population Studies Department, Dr. Y. S. Reddy, Hindi Department and Dr. Srinivasa Rao, Centre for Human and Social Development spoke on the theme of the symposium.

International Special Education Congress

An International Special Education Congress will be held in Brimingham (U.K.) on April 10-13, 1995. The theme is 'Education for All—Making it Happen.' The sub-themes are :

- * Defining Quality and Effectiveness
- * Promoting Development
- * Preventing under-achievement
- * Improving teaching and learning.

Further information : John Visser, ISEC, Organiser, School of Education, University of Birmingham, Birmingham B15 2TT (UK).

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Still a dream

The professed principle of "education for all by 2000" is unexceptionable. The National Literacy Mission's objective to make make total literacy campaigns area based, time bound and result oriented is also well conceived. And yet the two pronged strategy to realise the goal through universal elementary education and universal literacy leaves enough room for scepticism. Despite 46 years of independence, the nation is still lagging behind by 33 years as far as the target of universal primary education is concerned. India has the dubious distinction of having the largest number of illiterates in the world. Although enrolment at the primary school stage has registered an impressive growth from 19.2 million in 1950-51 to 101.6 million in 1991-92, the number of school dropouts is equally on the higher side. Nearly 50 per cent of students enrolling for Class I dropout before reaching Class V. The dropout rates for girls are higher with 49.69 per cent at the primary and 58.31 per cent at the upper primary level. This is not to suggest that the country has not made advances in the field of education. Literacy rate has indeed trebled and so has the number of schools. But we are still far from according high priority in our planning process to programmes like women's education. Poor availability of schools near the habitations besides socio-economic factors accounts for the large number of dropouts among girls.

The national commitment to universal primary education has been found wanting at the higher political levels. Pious platitudes

are one thing and political will to achieve the goal quite another. The governmental agencies have often tended to see the success of educational programmes in terms of schools and literacy centres opened and money spent on them. Whatever our political leaders and educational planners may claim, our aim of achieving education for all by the turn of the century remains a pipedream. It is time to ponder how and why our modest objective of achieving universalisation of primary education has eluded us. The Kerala experiment of mass campaigns has exemplified a promising new model. But the high degree of motivation is missing in the northern belt where the largest chunk of illiterates is concentrated. Education is a potent instrument for social change and rapid development. The nation cannot afford to fail any longer in this field.

—Hindustan Times
Editorial

Journal of Research in Educational Media

A new quarterly journal titled "Journal of Research in Educational Media" has been started. The Journal published by Indian Council for Research in Educational Media (ICREM) will provide a forum to plan and discuss the effective application of media at all levels of education and to promote the development and utilisation of media materials.

Further information can be had from Dr. Purushothaman, Professor and Head, Department of Educational Technology, Bharathidasan University and President, ICREM, Post Bag No. 1, Tirchirappalli-620023 (TN)

Nita Barrow Award

The International Council for Adult Education has invited Nomination for "Nita Barrow Award."

The aim of the award is to recognize and support regional or national adult education organizations who have made a significant contribution towards the empowerment of women in the adult education movement.

The organisations which have promoted active participation of women in leadership and decision-making roles, planning and policy advisory positions are eligible to apply.

The last date for nomination(s) is June 30, 1994.

Further information and application form can be had from Secretary-General, ICAE Secretariat, 720 Bathurst Street, Suite 500, Toronto, Ontario, Canada M5S 2R4.

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ROLE OF VOLUNTEERS

J. K. JOHN

The success of the 'Total Literacy Campaign' (TLC) in Ernakulam district in Kerala has opened a new era in voluntaryism in India. The incredible success stories that followed of similar efforts throughout Kerala, Pondicherry and lately in the Burdwan district of West Bengal has proved that a programme built on mass awareness, coupled with the involvement of people without any monetary consideration, can usher in a social revolution hitherto considered impossible.

Some of the major features of TLC are : proper emphasis is given on awareness-building which aims at motivating the illiterates to learn and the literates to teach. It is time-bound, its target group is well-defined (15-35 years age group) and it has an achievable and easily measurable goal. Teaching materials and techniques are rather revolutionary in concept and truly scientific and simple.

A radical deviation from the earlier adult literacy programme is that TLC is truly voluntary and no one will be paid any honorarium or monetary reward. Also, a concerted effort is being made to have a smooth working relationship between the voluntary sector and the government machinery to mobilise every bit of resource that may be available in the community, especially manpower.

All this shows that the pro-

gramme presupposes existence of a certain level of voluntaryism within the community. In fact, the success of the programme will largely depend on the voluntaryism inherent or generated within the community. This is why informed leaders of the programme insist on as much involvement of NGOs and individual volunteers as is possible.

The slow pace or near failure of the programme that started last year in six districts of UP is making many wonder at the wisdom of having adopted a programme from a setting that is different in many ways from that of these districts. Most of those involved in the total literacy campaign in UP do not seem to be adequately aware that voluntaryism for development is a concept in a way, totally opposed to all other government-run development programmes undertaken since independence. These state-sponsored programmes certainly have had their positive impact but the 'subsidy culture' inherent in them has negated much of the sense of collective responsibility needed for real development.

Barring a few exceptions like the 'white revolution' in Gujarat, governmental efforts seem to help stunt, rather than enhance, voluntary efforts in development. Over the years the poor are made to believe that it is the sole responsibility of the state to provide them work, shelter, food, clothing and

security. Political leaders would not risk their reputation as true socialists by telling the truth that no country can progress unless the rich as well as the poor learn to help not only themselves but also others in need.

A poor man who refuses to share his food with another hungry man like himself will not do so even if he becomes a millionaire some day. But do our political leadership and the officialdom recognise this as a problem? With more and more welfare schemes being announced with no corresponding emphasis on responsibility of the people, this does not seem to be the case.

Our cultural tradition has many strengths, but voluntaryism definitely is not one among them—at least this is the scene today. For example, a majority of modern-day housewives, even those in responsible position in government and industry, come home from work and do all the household chores while their overweight husbands and sons while away their time in front of the T.V. The tragedy is that these very housewives refuse help if offered not realising the damage it does in reaffirming the dependency culture in the minds of the younger generation.

It is not a coincidence that wherever the programme succeeded there existed a long history of voluntaryism. In Kerala, for example, there has been a slow process over the centuries which helped evolve a culture of thinking and working together for the common good. This was kindled and nurtured by voluntary agencies. Almost all village roads were built

by the villagers themselves. Schools, colleges, orphanages and other social service institutions came up through the collective action either directly or through philanthropic agencies.

The Total Literacy Campaign succeeded in the southern states not just because of the strength in planning and execution of the programme but primarily because there were thousands and thousands of people willing and ready to be involved in doing something good for others in need. What was needed was creation of an opportunity and the right environment which TLC amply provided.

In UP, on the contrary, TLC will have to first overcome the 'subsidy culture' and generate a mass awakening in voluntarism. Unfortunately for TLC, the time could not have been more inappropriate with the ongoing polarisation on caste and religious lines. Then was it a wrong idea to have launched this programme? Not at all. In fact, this programme forcefully brings into focus the issue of people's participation in development rather than in destructive activities. TLC provides the ideal opportunities to channelise the colossal energy that is being wasted on destructive fanaticism and obscurantism to the most effective activity in nation-building. It is amazing how even the educated class in this country can be sidetracked into non-issues while the real national shame is left unattended for 46 years!

How many of our high school students know that we have more illiterates than any other country in the world, more illiterates now

than at the time of independence, and that about half the illiterate women in the whole world are in India? It is an accepted fact now that literacy holds the key to freedom from the vicious circle of poverty, population explosion and illiteracy for any community. Total literacy is not an option but a matter of survival for our nationhood, for here lies the answer to the problems of communalism, population explosion and poverty.

To make total literacy a reality in the Hindi belt, TLC has to be suitably amended. This is necessary as the programme has not progressed as per schedule in these places. The time-limit will have to be extended in most places and the programme has to be in a phased manner so as to cover selected geographical areas. For, it has been found that there are no suitable volunteers for miles on end where the need is most acute. As for leadership, there is a famine of committed leaders from both government and voluntary sector at all levels; but more so at the block and village level.

In the final analysis, a concerted effort to create mass awareness in voluntarism alone will have the desired effect. This awareness has to take root in the government machinery and then down to the man in the street. The process has begun, thanks to TLC, albeit on a slow pace. The goal of total literacy is difficult to achieve, yes but not impossible either. No governmental effort can ever hope to achieve total success in such a task by itself. The only way to total literacy is the arduous way of voluntarism. □

Orissa plan to control boom in population

Orissa has proposed to withdraw several financial and other benefits from those in Government service and outside, having more than two children, from a prospective date to control the population boom.

The two-child norm would be made applicable for recruitment to various services and posts in the Government, public sector and other undertakings. Employees with more than two children would not get promotions, increments, maternity leave house building advance, car loan etc., as it would form part of the recruitment rules and service conditions.

The State Planning Board, fully endorsed the report of a Ministerial sub-committee including these recommendations to reduce the State's population growth rate of 1.95 per cent to 1.2 per cent, according to State's Finance Minister Bed Prakash Agrawal.

Central Zone Conference...

(Contd. from page 2)

should have a fresh look at the functioning of the JSN and the scheme should be continued with a revised budget. The establishment of active JSNs, the conference feels could be a powerful step in meeting the goals of a learning society which is the ultimate goal of National Literacy Mission.

9. The conference recommends that literacy work done by teachers should be taken into consideration while selecting teachers for the State and National Awards or separate literacy awards to grass-root level workers should be given.
10. The conference recommends that the Indian Adult Education Association should prepare a national literacy song in consultation with National Literacy Mission.

LINKING POPULATION EDUCATION IN TOTAL LITERACY PROGRAMME

The Bombay Council of Adult Education and Social Development (BCAESD) organised a seminar on Linking Population Education in Total Literacy Programme in Bombay on August 30, 1993.

Inaugurating it, Shri D. B. Karnik, Ex-Editor, Maharashtra Times said that the overall aim of adult education should be the improvement of the quality of life and this could be achieved if alongwith literacy education, the population growth is checked. He said that special efforts should be made to impart literacy and population education in rural areas which have been neglected so far.

Shri R. S. Mathur, Additional Director, Directorate of Adult Education, New Delhi in his key note address said that population growth must be planned and directed. He stressed the need to create awareness about population growth among the down trodden. He mentioned about the attempts made so far in linking population with literacy campaigns.

Shri Suresh Prabhu, Chairman, Saraswat Cooperative Bank and President, BCAESD in his presidential address said non-governmental organisations are best suited for linking population education in literacy programmes.

Earlier, Dr. JM Gadekar, Hony. General Secretary and Director BCASED welcomed the Chief Guest and the participants.

Among others, who spoke on the occasion were Dr. Ranjana Parikh, Ms S.C. Jansi, SNDT Women's University, Sarvshri J.S. Apte and K.S. Anantha Subba Rao, FPAI, Dr. B. Vibhute, Shivaji University, and Dr. (Ms) Narang, University of Bombay.

The delegates were divided into three groups to discuss the theme of the Seminar. It recommended that effective training of volunteers in population education was essential to link it with literacy programme. The environment building should be for literacy and population education. About 70 delegates, representing, Universities, Colleges, VAs etc. from Maharashtra attended.

Mahila Samakhya

A Dutch-assisted project, Mahila Samakhya (Women Collectives) which literally means women's equality through education, is a women's empowerment project which does not aim at service delivery but seeks to bring about a change in women's perception about themselves and that of society in regard to women's traditional roles. It endeavours to create an environment for women to seek knowledge and information in order to make informed choices and create circumstances in which women can learn at their own pace and rhythm. The centrality of education in the struggle to achieve equality is an important focus of Mahila Samakhya.

Documents

Banerjee, N. P. Strategies of Educational Research, Ambala Cantt, the Associate Publishers, 1993. 289 p, Rs. 330/-

The document contains seven chapters. Chapter 1 discusses nature, needs and levels of educational research, the nature of enquiry such as the Indian Way, the Western Way and the Modern/Scientific Way. Micro and Macro level Research in Education is discussed in Chapter 2 Chapter 3 presents Research Blue-Print: Introduction, Execution and Reporting. Sample and sampling techniques are given in Chapter 4. Some important strategies of Educational Research and strategies used in Descriptive Research are discussed in Chapter 5. Chapter 6 and 7 discuss Instructional Research, alternate design and writing of research report.

Agarwal, Nandita. Women Education and Population Education in India. Allahabad, Chugh Publications, 1993. 264p

The document has nine chapters. Chapter 1 presents population dynamics and describes about the status of women and its impact on demography. Chapter 2 deals with methodology of the study. Theoretical appraisal of demographic process and its determinants have been presented in Chapter 3. Chapter 4 presents some important demographic characteristics of India. Biological components of demographic process: Fertility and Mortality are

analysed in Chapter 5 and 6 respectively. Chapter 7 shows the analysis of cultural components of demographic process: Migration. Chapter 8 presents the population change of India and tries to project future growth of population. Evaluation of demographic policy of India and future implications of demographic situation of India and the State of Uttar Pradesh are presented in Chapter 9. It also gives recommendations for future policy.

Thakur, Devendra. Adult Education and Mass Literacy. New Delhi, Deep and Deep, 1993. p. 284. Rs. 176.

It has been divided into four parts of which the first one provides some background materials such as History of Education in India, Education in the Third world, Education and Environment, Educational Programme and Planning.

Part II of the document describes education of tribals in India. In this part, some of the significant problems of tribal literacy have been dealt with, such as education and tribal world, nature and contents of tribal education with reference to Santhals.

The part III analyses adult education and mass literacy programmes in India

The part IV is a case study which evaluates the performance of Tamar Block of Ranchi District of South Bihar. This study is based

on sample data, the objective of which is to study formal literacy, functionality and awareness of the area. The study also measures the impact of adult education programme in the area.

Pareek, Vijay Kumar. Adult Education (Tribal Development, Migration and Inequality). Delhi, Himanshu Publications, (4399/4 Ansari Road) 1992 182 p. Rs. 225.

It finds out the gaps which exist in the theory of adult education and its practice. Secondly it analyses the economic and migration consequences among tribal population of Rajasthan on account of the practice and the programmes. It categorically analyses the question—who goes to adult education classes.

The findings of the study show that on the empirical plane it is found that those who attend the adult education classes are those who have relatively large portions of land and who earn a part of income through government service besides agriculture. These families have realised that the attainment of education in the long run yields income to the family. The economic uses of education are realised by the such families. Second the wage earning families have hardly any opportunities to send their adults to classes. Being engaged all through the day in manual labour and bearing the brunt of labour of going and re-

turning to the site of construction, hardly enthruse them to go to adult education classes at late evening hours.

The adults going to the classes therefore, are among well-off and the rich of the tribals. The share of the worse-off among the tribals in the benefits of adult classes, is meagre. Then the content of courses of the adult education classes cater to the need of non-officials such as panchayat raj leaders and cooperative workers. For them it is obligatory to attain some level of literacy for contesting elections. Such an obligation to attain some level of literacy for contesting elections pulls them to the adult classes.

Yet another section of the students of adult classes is of the unemployed tribal youths who are a burden on land and are in search of new jobs in local markets. They are the prospective migrants. They argue that by attending these classes if they can attain some level of functional literacy for working as mason, carpenter, binder etc. it would help them to find some job outside the local market in the neighbouring state. Females hardly have any such specific needs. Their attendance in adult classes is random and specific only on the broader plane. It could be said that these who come to the adult classes of the age group 15-35 are not the wage earners, agricultural labourers, but the well-off people. □

IAEA Newsletter

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UNESCO INTERNATIONAL LITERACY PRIZES

Sebenta National Institute of Swaziland, Indian National Federation of Unesco Clubs and Associations (INFUCA) and the Illiteracy Eradication and Adult Education Project, Ministry of Education, Jordan are the recipients of UNESCO International Literacy Prizes for the year 1993. Three prizes i.e. International Reading Association Literacy Award, the Noma Prize and the King Sejong Literacy Prizes are awarded by Unesco in recognition of the services of institutions, organisations or individuals having, distinguished themselves by making a particularly meritorious and effective contribution to the struggle against illiteracy.

The International Reading Association Literacy Award to the Sebenta National Institute of Swaziland a non-governmental organization for (1) a having served as the Swaziland Government's vehicle to implement its campaign to eradicate illiteracy and promote community development by establishing procedures

for learner and teacher recruitment, teacher-training and supervision, collaborating closely with other ministries and non-governmental organizations and integrating literacy education into community development projects, providing functional literacy training in siSwati and English as the second language resulting in the institution and implementation of income generating activities and community projects ; (2) having established many of its adult literacy classes in the rural areas where most of the Swazi population lives, overcoming many difficult problems such as the provision of transport to make access to literacy classes easier and producing a wide range of functional literacy materials in both siSwati and English; (3) having made post literacy material available to learners and new literates by arranging for clinics, health centres and primary schools to act as lending libraries in rural areas.

THE NOMA PRIZE to the Indian National Federation of

Unesco Clubs and Associations (INFUCA) for (1) having centred literacy education activities on raising awareness among under-privileged groups, in particular the Koragas, one of the poorest groups living in remote areas in southern India, conducting classes at six learning centres and providing lessons to Koraga women in their homes ; (2) having expanded activities from one to more than twenty villages involving regular contacts with villagers to raise awareness of the need for education and school attendance, encouraging adults to attend literacy classes and send their children to school, (3) having emphasized the preservation of the Koraga culture and customs, publishing and distributing to every Koraga colony a monthly newspaper in the indigenous language, establishing a Koraga museum, organizing folklore events for non-formal education purposes, including values of human dignity and equality and helping the Koragas to become more aware of their rights, improving their living conditions, assisting them to register for employment and undertake income-generating activities.

The King Sejong Literacy Prize to the Illiteracy Eradication and Adult Education Project, Ministry of Education, Jordan for (1) having worked consistently and continuously for many years in the implementation of programmes to prevent and to eradicate illiteracy in order to foster individual, community and national development, gradually extending free compulsory education to children aged 6-16 thus bringing primary school enrolment up to 97% by 1992, enacting legislation to provide literacy and adult education centres in addition to the use of school premises ; (2) having brought the illiteracy rate down from approximately 68% to 16% through non-formal adult literacy classes ; (3) having systematically broadened the scope of its activities to include a number of special comprehensive literacy projects aimed at teaching not only basic literacy and numeracy but also vocational and functional skills to raise the cultural, social and economic status of the population evolving and implementing projects aimed at selected target populations with special needs.

The following **honourable mention Awards** were also given :

International Reading Association Literacy Award

i) National Literacy Committee (Conalfa), Guatemala

ii) Operation Brotherhood (O.B.) Montessori Twin Programmes: Pagsasrili Pre-Schools and Mothercraft and Literacy Training, Philippines.

Noma Prize

i) Kenya Adult Learners Association (Kala)

ii) **Bhavnagar Zila Saksharta Samiti, India** for (1) having planned, monitored and executed the Total Literacy Campaign in Bhavnagar District, mobilized spiritual organizations and voluntary agencies, provided volunteer instructors, carried out door-to-door surveys to identify both male and female illiterates ; (2) having increased the enrolment of children in the formal system through women's literacy, initiated a vocational training programme, published and distributed to libraries reading material for new literates on population education, health, women's legal rights and environmental issues, established more than one thousand mini-libraries and information centres for new literates.

King Sejong Literacy Prize

i) Ms Lalla Ben Barka, Mali

ii) National Literacy Institute (INA) Burkina Faso □

Jeevan Rekha Parishad

A voluntary organisation, 'Jeevan Rekha Parishad' (Life-line Council) Hathras (UP) has brought out a directory which contains addresses of over 500 periodicals on population education, environment and adult education which are available free of cost. It has also published a book on 'Project Proposal Writing and Financial Assistance.'

Further information can be had from Smt. Madhusmita Mishra, Secretary, Jeevan Rekha Parishad, Gulab Bagh, Mathura Road, Hathras (UP)

Workers & Learning Technologies

An International Seminar on 'Workers and Learning Technologies' was organised by International Federation of Workers Educational Associations in Port Elgin, Ontario (Canada) recently.

Some findings of the seminar were :

Although workers education, adult education and trade union education all point toward the same goals, worker's education is committed to developing the critical attitude of workers and their democratic control of education.

Trade union education is rooted in the shared experience of workers.

It was dangerous to depend on state support for training and that workers have the consumer power to persuade producers to meet their needs.

Trade union movement needs to find allies to work with adult educators. It was also suggested that unions should share their facilities with the public.

It was concluded that although there were difference in workers education around the world, global trends could be seen working themselves out in local unions. These trends include not only the effect of technological change in the work place but the effects of learning technologies in workers education. As we move to create lifelong learning structures workers must now negotiate educational contracts with their employers.

POST-LITERACY AND CONTINUING EDUCATION

The strategy of post-literacy and continuing education in this scenario is two-fold. On the one hand, people's centres of learning (*Jana Shikshan Nilayams*) have been opened in several TLC districts and are fully operational. One such centre caters to five villages with a population of about 5,000 and provides for a library, a reading room, a forum for discussion, evening classes for upgradation of skills, simple and short duration training programmes in agriculture, animal husbandry and veterinary, soil management, sericulture, fisheries and other self-employment programmes, cultural and recreational activities, a single window for information and communication, etc.

With shift in the strategy for imparting literacy from traditional centre-based approach to the mass approach, other modalities are coming to the fore. The most acceptable model which has been accepted by the TLC districts envisaged implementation of the programme with the help of a three legged administrative structure consisting of the people's participatory committees, the district administration, and the full-time functionaries. Learning centres consisting of 30-40 neo-literates are formed under the supervision of 3-5 volunteers. These centres are serviced by rural libraries which will also act as a resource and training support centres. Unlike JSNs these centres are purely volunteer-based. The

value of these centres would become increasingly evident to not only the identified neo-literates but also to the community at large. It is for this reason that it is envisaged, and hoped, that these centres would continue and eventually become community-owned.

The post-literacy campaigns will aim at taking the neo-literates from dependent to self-guided learning stage and promote development of skills among the neoliterates. The centres will provide a nodal point for convergence of messages and services for all development, health and social welfare departments and schemes. The centres will thus act as an 'information window' to create awareness about the schemes for economic development, environment conservation, social empowerment, health, small-family norm, child care, nutrition and hygiene and legal entitlements. To the extent feasible, it will attempt through convergence of various development schemes like TRYSEM, etc., to provide training for income generation skills.

With a view to securing a transition for neo-literates from guided learning to self-learning and stabilising their literacy levels, a bridge primer (post-literacy I) has been developed in different regional languages. This would require 30-40 hours of instructor-dependent learning and further lessons for self-learning. The bridge primer would be supple-

mented by further reading materials—graded books, periodicals, newspapers, etc. suitable to the learning needs and interests of neo-literates. Adequate opportunity would simultaneously be provided for unstructured learning through creation of a learning environment comprising wall-writing, posters, hoardings, etc. as also by opening up avenues of distance learning through open schools, radio/TV programmes, etc.

Some of the districts like Chittoor, Nellore, Burdwan and Midnapore have opened post-literacy (PL) centres and have taken pains to provide specially designed newspapers, supplementary readers (graded materials for neo-literates) and other reading materials (periodicals, neo-literates' newsletter, etc.) The content of which is a mix of functionality, awareness generation, recreation through light fiction/humour, etc. The process has just begun and would require considerable reinforcement and strengthening

— from Education for All The Indian Scene (Deptt. of Education Government of India)

Ph.D in Adult Education

B. R. Jethithor, Assistant Director, Department of Adult Continuing Education and Extension, University of Poona has been awarded Ph.D Degree by the University of Poona for his thesis "A Study of the Present and Future Development of University Extension Work Activities in Arts, Science and Commerce Colleges affiliated to the University of Poona.

INDIA AND CHINA : A TALE OF TWO POPULATION GIANTS

Serious shortcomings in the family planning efforts of China and India represent major obstacles to stabilizing population in the world's two most populous countries, according to recent reports released by Population Action International (formerly Population Crisis Committee). The two countries with a combined population of slightly more than two billion people are key to the future size of the world's population. The reports—China's Family Planning Program: Challenging the Myths and India's Family Planning Challenge: From Rhetoric to Action—are authored by Shanti Conly and Sharon Camp.

They say the pressure of population in both countries makes the task of overall development more difficult, and has been a major force in environmental degradation.

The authors note that family planning efforts in the two countries share many of the same problems. Both countries focus on programme targets, rather than on satisfied family planning users. Neither programme offers, in practice, the broad range of contraceptive methods and counselling necessary for men and women to make informed reproductive choices.

Significant differences between the programmes explain China's greater success, says the report. Local Chinese authorities have greater responsibility for both the

direction and funding of family planning activities; in India, a stifling central bureaucracy has directed the programme according to a set pattern, without regard to the country's great geographic and cultural diversity. China has used mass media for public education more effectively than India, and political support and funding for family planning have consistently been higher in China than in India.

The reports recognize that the low status of women in both countries is an impediment to family planning success, despite efforts by the Chinese government to reduce discrimination against women. In both China and India there is still a significant gender gap in literacy and educational attainment, and son preference is a powerful force.

S. C. Dutta Memorial Foundation

Dr. S. C. Dutta Memorial Foundation organised an awareness programme on family welfare in New Delhi on September 16-17, 1993.

The advantages and disadvantages of nuclear and joint family system, population growth, nutrition, mother & child care and immunization were discussed in the two day meet.

About 30 women attended.

Symposium

Open Learning Society through Community Education

The Adult, Continuing Education and Extension Department of Bhavnagar University (Gujarat) organised a symposium on Open Learning Society through Community Education. The objectives of the Symposium were to spread the core, meaning and concept of Open Learning among the educational institutions of Bhavnagar and discuss the strategies and programmes of open learning.

The Vice-Chancellor of the University Prof. G. H. Bhatt inaugurated the symposium.

Noted educationist, Prof. Manubhai Pancholi "Darshak", Member of National Educational Advisory Committee presided. He emphasized the growing need of knowledge and information that are useful in day to day life. He said that if open learning society is created, the caste and class system would get abolished. Open learning programmes must be evolved in such a way that a learner may avail what he needs.

Dr. J. P. Maiyani, Head, Adult, Continuing Education and Extension Department provided information on open learning.

About 150 participants including principals, teachers, heads and others participated.

Winners of 1993 Population Award

Dr. Fred T. Sai of Ghana and Mainichi Shimbun Population Problems Research Council of Japan will share the 1993 United Nations Population Award.

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. Each winner will receive a diploma, a gold medal and a monetary prize.

Dr. Sai was chosen by the Committee for his leadership in the field of family planning. He is noted for his contributions to research on nutrition, community welfare and family planning, and for his direct involvement in both national and international programmes that address the problems of high fertility throughout Africa and the developing world.

He is the President of the International Planned Parenthood Federation.

Mainichi Shimbun Population Problems Research Council was chosen for its achievements in creating awareness of population issues through Mainichi Shimbun, the newspaper that created the Council in 1949, and by continually publishing studies, books and articles on population. Its National Opinion Survey of Family Planning, first issued in 1950 and every two years since, is the longest running, and largest (in sample size) survey of its type in the world. It has also created strong support in Japan for international population programmes and has contributed to the global dissemination of information on population.

Secret of Longevity

What's the secret of long life? The Japanese Government asked the experts—its oldest citizen.

And the answer was, basically: Chill out. You'll live longer.

The survey, commissioned by the Ministry of Health and Welfare, asked 2,851 people aged 100 years or older for their No. 1 secret of longevity.

The largest portion, 15 percent, cited taking life as it comes as the most important factor.

Other advice: Eat and drink in moderation, early to bed and early to rise, have religious faith, work hard.

Being a farmer is also apparently conducive to long life. The largest portion of centenarians—42 percent had engaged in agriculture or forestry as their primary job.

The survey, conducted from March to May of this year, was based on face-to-face interviews, with the centenarians or members of their families.

There are 4,082 people at least 100 years old in Japan, according to the latest Government figures. Japanese have the world's longest life expectancy.

UNESCO award to Chitra Naik

Planning Commission member, Dr. Chitra Naik, has been awarded the 1993 Jan Amos Comenius Medal for the promotion of educational research and innovation

Recipient of the Padma Shri award in 1986, Dr. Naik is currently the vice-chairman of the Indian Institute of Education in Pune. Ph.D. in Education she also received the national fellowship of National Council of Educational Research and Training (NCERT) in 1987.

The award, which was announced by the UNESCO's director-general in Paris, would be presented to Dr. Naik at a special ceremony in Delhi. The Jan Amos Comenius Medal is given to ten laureates every two years.

Named after Jan Amos Comenius, the 16th century educational reformer, religious leader and author of 200 books, the award does not involve any financial remuneration.

Dr. Naik is also the recipient of Tagore Literacy Award of 1992.

Recent Books for Neo-Literates

1. KISI SE NA KAHENA

Meenakshi Swami

Rs. 8.00

2. SUHANI SEEKH

Ramdas Shastri

Rs. 6.00

3. JEENE KI CHAH

Mridula Seth

Rs. 10.00

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Indian Adult Education Association

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'Education for All' Meet in Delhi

15 top leaders of nine high population countries will attend the two-day meet on 'Education for All' in New Delhi on December 15-16, 1993.

The Heads of the States of the Government of China, Pakistan, Egypt, Indonesia, Nigeria, Brazil, Mexico, Bangladesh and India will share their experiences and reaffirm their commitment to the goal of Education for All (EFA).

The meet sponsored by UNICEF, UNFPA and UNESCO would be a follow up of the 1990 world conference on education for all held at Jomtien, Thailand. It would be preceded by a conference of education ministers on Dec. 13, 1993.

The pre-summit conference will be followed by participation of educationists and political leaders in four panel discussions. They will deal issues like girls and women's education, external and internal financial resources for EFA, education and society and people's participation.

New Publications of IAEA

ABC OF NON-FORMAL EDUCATION

K. S. Pillai
Rs. 40-00

DEVELOPMENT OF HUMAN INTERESTS

Dharam Vir
Rs. 40-00

Available from
**Indian Adult Education
Association**

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New Delhi-110002

Labour Studies Diploma Course at Ruskin College, Oxford

The Ruskin College, Oxford (England) has invited applications from trade unions and other adult students for a diploma course in Labour Studies to start in October 1994.

The two year diploma programme include options in Sociology, Economics, Politics and History together with industrial relations and elements of Statistics.

Essays set include the following subjects :

"An underdeveloped country must choose either democracy or development: it cannot have both." Does recent experience support this view ?

In what ways have changes in the last quarter of a century in your country affected your life and those of your generation ?

How far should trade unions in third world countries be involved in their government's attempts to improve the rate of economic development ?

How, if at all, does the emergence of a one-party system of Government make the expression of 'alternative' political views more difficult ?

Further information can be had from Admission Tutor, Ruskin College, Walton Street' Oxford OX12HE, England.



Awareness Seminar on Aids Education to Youths

The Department of Adult and Continuing Education, Population Education Resource Centre, University of Madras and State AIDS Cell, jointly conducted a Seminar on "Awareness on AIDS Education to College Students" at the State AIDS Cell premises, Egmore on November 3, 1993.

Mrs. Janne Grady Huskay, International Consultant on Education and Women's issues inaugurated the Seminar. She said upto 10 million people would die in the next 10 years due to AIDS in the world.

Dr. Rajkumari Chandrasekharan, Professor and Head, Department of Adult and Continuing Education, University of Madras outlined the objectives of the Seminar. She said that youth were among those most susceptible to the infection and hence messages on AIDS should reach them.

Mrs. Dr. Rajani R. Shirur, Professor of the Department welcomed the participants. Dr. N.V.R. Kapali, Asstt. Director, Population Education Resource Centre (PERC) proposed a vote of thanks.

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Documents

India, Ministry of Human Resource Development, Department of Education, Total Literacy Campaigns—Review Reports, Vol. III New Delhi, Ministry of Human Resource Development, Dept. of Education, Govt. of India, 1993. 259 p.

In this volume, reports in respect of 30 districts have been compiled. These reports are either in the form of pre-appraisal reports or status reports on how the project is progressing or reports on revival/restoration of campaign which due to imponderables beyond their control slumped back and had to be put back on rails. These reports provide an insight into the diversities of problems encountered in different districts and the strategy that needs to be evolved in tackling those problems peculiar to the district.

Geneva, International Labour Office. International Labour Standards : A Workers' Education Manual. Geneva, I.L.O., 1990. 139 p.

This is one in a series of ILO workers' education manuals dealing with matters of concern to or forming part of the functions of the International Labour Organisation. It is concerned with the standard-setting work of the ILO. It traces the origins and the development of this action up to the present day; describes the procedures for the adoption of International Labour standards in the form of conventions and recommendations; provides a bird's-eye view of the

vast body of International Labour Standards so far adopted; analyses the procedures - supervisory or promotional - developed over the years to ensure effective and widespread applications of those standards; outlines the special complaints procedures that exist to deal with alleged violations of ILO conventions; and reviews the special procedures that exist as regards freedom of associations and trade union rights. The final chapter is devoted to the practical effect that Conventions and Recommendations have had over the years among the many members states of the ILO.

Kulkarni, P. M. and Krishnamoorthy, S. Gender Inequality in Literacy : Measurement and Pattern, in Social Change : Issues and Perspectives. Journal of the Council for Social Development Vol. 22, No. 4, Dec. 1992.

Gender disparity in literacy is often measured either as the gap between or the ratio of female and male literacy levels. But both these indices appear to be heavily influenced by the overall level of literacy. Therefore, an alternative measure, given by the logarithmic ratio of the female and male literacy levels, has been proposed. Computation of this index for a large number of developing countries reveals a distinct regional pattern. The Latin American region shows a relatively low level of gender disparity, most of the African countries have moderate disparity, and almost the Asian and North African countries have high disparity. Some plausible explanations for this region gender literacy disparity association have been mentioned.

Geneva, International Labour Office. Workers' Education in Action. A workers' education : manual. Geneva, ILO, 1991 250 p.

The 30 articles in this volume cover a wide range of teaching and learning methods and materials, which are considered to be especially suited to workers' education or of interest to workers educators. They discuss, among other things, workers' education for women and rural workers, the use of photographs, video, roller boards, teaching kits and handouts, and programmes on health and safety, financial managements, development so on.

Sivaswamy G. Kamarajar District Arivoli Iyakkam in Tamil Nadu. (A people's movement for literacy) New Delhi, Directorate of Adult Education, 1993. 48 p.

The Kamarajar District in Tamil Nadu was declared as fully literate on Oct. 9, 1992. This volume presents an extensive documentation of the entire process of literacy campaign in the District in a chronological order. In age group 15-35 about 1.75 lakhs persons were made literate in period of one year, out of those 0.61 lakh were males and 1.14 lakh were females.

Directorate of Adult Education, Handbook for Developing IPCL Material. New Delhi, Directorate of Adult Education, Ministry of Human Resource Development, 1993. 109 p.

The document discusses various aspects of Improved Pace and Content of Learning (IPCL). It has been divided into seven chapters. In Chapter 1 the concept, its

approach and its implications for development of basic literacy material have been discussed. The curriculum content of IPCL Material and the way it should be presented is dealt in Chapter 2. Chapter 3 discusses the design of an IPCL lesson, the linguistic methodology used for introducing literacy components, how to select a caption of a lesson and develop reading texts. This part also dwells briefly on the plan and shape of pre-literacy material in a primer. This part also looks at a few examples of planning the content for all three parts of the IPCL primers. Chapter 4 deals with the presentation of prescribed minimum numeracy norms. Chapter 5 discusses some drills and exercises which could ensure retention of literacy and numeracy and also could improve comprehension of the textual content. Chapter 6 briefly considers the purpose, kind and quantity of illustrations that IPCL material should take note of. In the last chapter the purpose, significance and number of tests and evaluation, and the manner of their integration in the primer are discussed. Under annexures, Letter Frequency Count Chart, Tool for Analysis of Exercises and Checklist for producing IPCL Primer are also given.

Papola, T. S. and Rodgers, Gerry Eds. Labour Institutions

and Economic Development in India, Geneva, International Institute for Labour Studies, 1992. 160p (Research Studies 97)

This volume explores the variety of labour institutions in relation to production and economic development in India including formal and informal, public and private, urban and rural, protected and vulnerable. How have they affected the process of growth and the distribution of the benefits of growth? Why have particular labour institutions developed? What problems for development are now posed by the institutional patterns found in Indian labour markets? These are some of the questions dealt in this book.

Wali, M.M.K. Tribal People in India, Geneva, International Labour Office, 1993. 109p

This survey deals in particular with the four states of Bihar, Orissa, Madhya Pradesh and Gujarat all located in the central tribal zone of the country. The survey highlights the country's all over tribal scene, India's policy perspectives and the tribal welfare and development programmes which have been adopted for implementation by all states. It also presents a critical study of the legislation available to protect

tribals, the salient features of tribal development policy and administration, the nature of financial investments and administrative efforts made for their development, and the extent and quality of outside intervention by non-governmental organizations. It also examines the nature of economic and social development of tribals, problem of displacement, access to employment opportunities, the physical and institutional infrastructure available to them and the level of tribal community participation in their own development.

Lockwood, D. Effective Vocational Training Design, Geneva, International Labour Office, 1986. 123p.

This handbook sets out some principles for designing vocational training programmes that have maximum impact. The emphasis is on design methodologies aimed at producing vocational training schemes that are cost-effective and relevant to the training and employment needs of the economy and of individuals. The use of algorithms, modelling, critical path analysis as well as computers for designing vocational training programmes are also included. Some methods are suggested for continuous monitoring of performance, evaluation and follow-up.

IAEA Newsletter

INDIAN ADULT EDUCATION ASSOCIATION
NEW DELHI



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Report of a Seminar

LINKING POPULATION EDUCATION WITH LITERACY CAMPAIGNS ✓

The Department of Adult, Continuing Education and Extension, University of Delhi and the Indian Adult Education Association (IAEA) jointly organised a Seminar on "Linking Population Education with Literacy Campaigns" in Delhi on November 18, 1993.

Inaugurating it, Prof. SK Pal Dean, Faculty of Social Sciences, Delhi University said that India has made significant achievements in education, economic and social development but all have been nullified because of the rapid increase in population. He said that effective measures are needed to control the population growth rate so as to give better opportunities to the masses to improve their quality of life. The formal institutions, he said, have a significant role in this regard and they should actively associate themselves with the programme.

In his key-note address, Shri JL Sachdeva, Director IAEA said that the basic aim of population education programme is to orient

the thinking of the people in such a way that small family norm becomes a part of their way of life. Under it, the rational and responsible attitude has to be developed, he said.

Shri Sachdeva emphasised that in the environment building programme, emphasis should be both on literacy and population education. He also stressed the need to provide special training/orientation on population education to various levels of functionaries. He said that there was an urgent need to re-orient the writers of the neo-literate material so that the message of small family norm is effectively conveyed.

Dr. PK Bhargava, Fellow, National Institute of Adult Education (NIAE) presented a demographic scenario of 1991 census and discussed the current status of population programme in the country and how it could be linked with literacy campaigns.

Shri RS Mathur, Additional

Director, Directorate of Adult Education said that illiteracy, poverty and population explosion were three inseparable problems and to achieve the results, all the three have to be tackled simultaneously. He said that poverty has to be reduced to improve the quality of life which in turn would lead to stabilisation of population. He said that the concept control of population is a negative one and the new concept should be population stabilisation.

Shri Mathur said that population education among others should include safe motherhood, responsible parenthood and reducing the span of fertility. Under safe motherhood, pre-natal and post-natal care should be provided. The child survival rate has to be increased and immunization programme has to be taken on a wide scale. On the responsible parenthood, the gender bias message has to be conveyed. To achieve stabilisation in population the need for delaying marriages has to be stressed.

He said right age of marriage, spacing between children has to be emphasised so as to achieve the objective of healthy growth of babies. Integration between literacy and population education

could be strengthened by raising the level of awareness of the participants, he added.

Earlier, Shri Rajesh, Project Officer, Adult Education Department of the University welcomed the Chief Guest and the participants and outlined the activities of the Department in linking population education with literacy programme. He said that more emphasis should be given on girls and women education so as to check the population growth rate.

Recommendations

1. The Seminar notes with satisfaction that efforts are being made to integrate population education with literacy campaigns. But it feels that still lot remains to be done like providing special training/orientation to population education functionaries at all levels and involving resource persons in the programme so that imparting of population education should not remain merely with the volunteer instructor.

2. The Seminar notes that in many TLC districts the third primer is not completed which results into partial coverage of the population education messages. It therefore, recommends that to ensure adequate coverage of population education messages and attainment of non-relapsable literacy, the insistence on coverage of third primer should be made before declaring a district literate.

3. It recommends that in post literacy material special emphasis should be given to the population education.

4. The Seminar feels that the message of small family norm

should be covered at the environment building stage of the literacy campaign.

5. To get better results, the Seminar recommends that women institutions both formal and non-formal should be actively involved in linking population education with literacy programme.

6. It recommends that population education scope should be extended to include measures like AIDS, drug addiction, alcoholism etc.

7. It recommends that special incentives to college students are needed to effectively involve them in imparting literacy and population education.

Nearly 30 participants from the University, Colleges, NGOs attended.

Low Literacy Factor for Poor Economic Growth

India's failure to spread primary education and to raise literacy to anywhere near the levels that many other countries had managed was also in a way responsible for poor growth of the economy, according to renowned India born economist, Prof. Jagdish Bhagwati.

In a recently published monograph "India in Transition" Prof. Bhagwati of Columbia University (U.S.) said that primary education was not compulsory in India despite widespread belief to the contrary.

India only has "enabling" legislation which permits local Governments to enforce primary education and the legislation has often not been used, he added.

Recent Books for Neo-Literates

1. KISI SE NA KAHENA

Meenakshi Swami

Rs. 8.00

2. SUHANI SEEKH

Ramdas Shastri

Rs. 6.00

3. JEENE KI CHAH

Mridula Seth

Rs. 10.00

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HOW TO GET GIRLS TO SCHOOL (AND KEEP THEM THERE)

Education for women helps families escape the "poverty equilibrium" of low income, high fertility, illness, and ignorance. In any country, education raises male or female productivity in the workplace and at home. Educated men and women earn more in self-employment or the labor force and have greater labor mobility.

Education for women—more than education for men—also leads to smaller, healthier, and often better-educated families. As education opens up new opportunities that compete with childbearing, women tend to opt to have fewer children, showing the population growth that underlies the abundance of labor. The potential for greater productivity and economic growth, as well as the social benefits, justifies far greater investment in female education than has been provided in the past.

Although the total returns from female education are high, many societies invest less in educating women than in educating men, especially at the secondary level, where both the private and social returns to female education are particularly high. This paradox ought to be resolved.

The solution requires a deeper understanding of how parents, specially poor parents, view the benefits and costs of educating daughters. In most developing countries, education is not compulsory; parents decide whether to send children to school and for how long. They weigh the net advantages of keeping children

home against the net advantages of sending them to school. For parents, though not for society, sons' education may be the better investment.

A vicious cycle ensues: Women earn less, so education flows mainly to boys while girls stay home to help the family meet immediate survival needs, and the girls cannot compete with boys or earn much when they grow up. Cultural traditions may develop that reflect and reinforce economic realities.

Remedies to promote girls' schooling can be instituted through education policies and through other policies that increase women's earning capability or save their time.

As for education policy, the experience of the past two decades suggests promising approaches. Because poor families believe that they cannot afford the direct and opportunity costs of educating girls, it is vital to deal with those costs as parents see them and to reduce them. The more the family depends on daughters for work at home, the harder it is to increase girls' enrolment and keep girls in school.

Progress can be achieved by designing school systems and curricula better-suited to families' present economic circumstances and culture and by improving the quality of education so as to satisfy whatever limited demand may already exist. Then, as more

girls start, or stay in, school, social attitudes may shift and tip more decisions toward sending girls to school. Policies must be tailored to country circumstances, but the following measures often deserve consideration: "awareness campaign" to encourage parents to educate daughters, recruitment of more female teachers, protection of girls' privacy in coeducational settings, more flexible school schedules and hours so that girls can combine schooling with chores, and allowing girls who are mothers or are pregnant to remain in, or return to, school. Where the enrollment of girls is very low, scholarships or other incentives may be important and economically justifiable on the grounds that society would reap the broad gains from female education. Often a "package approach" addressing several constraints to female schooling is more efficient than provision of one or two incentives.

—World Bank Annual Report 1991

Half of U.S. adults score low in literacy survey

Some 47 per cent of America's 191 million adults have reading, writing and math skills so limited that they cannot function effectively in the workplace, according to a new report released by the U.S. Department of Education.

Typically, these adults cannot do such simple tasks as fill out a bank deposit slip, translate information from a table to a graph, or find a Saturday departure on a bus schedule.

The study—the most comprehensive study of literacy ever done in the USA—showed that those functioning at the higher literacy skills levels were more likely to be employed, work more weeks in a year and earn higher wages than those with lower level skills.

—EFA 2000, No 13.

FEMALE EDUCATION MISSION

The need for a special thrust for female education—perhaps of the kind that the 'mission' approach imparts to government programmes — has never been greater. Statistics released by the Ministry of Human Resource Development show that low enrolment and high dropout rates continue to be the major malaise in the area of female education. What is particularly disturbing about the latest figures is that despite some special efforts to encourage female education, little impact has been felt in the four Hindi-speaking States. Improvement where it is visible has taken place in the southern States. What this suggests is that the appallingly low female literacy levels in Uttar Pradesh, Bihar, Madhya Pradesh and Rajasthan are self-perpetuating and and run in tandem with the general economic and social backwardness of the northern region. Compared to the national average of over 80 per cent, the gross enrolment ratio for girls in UP is a dismal 66.8 per cent. Taken with the average dropout rate of 50 per cent this would mean, four decades after the national commitment to universal education, that only one in three girls in the country's most populous State is getting some education. It would not be pushing pessimism too far to conclude that at this rate it would take another generation or more for the northern States to catch up with the rest of the country.

It is now conventional wisdom that the level of female education is a major index of well-being in

a State. The education of women is crucial for general improvement in health and education levels in the family, as well as progress towards the small family norm. And yet more than half the districts in the country where female literacy is below the national average can be found in the BIMARU States. In order to break the vicious cycle of backwardness and low female literacy, official programmes to upgrade and extend the existing formal school system and introduce a range of non-formal education options must be concentrated in these districts. Rural areas will have to be given extra attention.

But clearly much more needs to be done by way of creating a public demand for better education generally and for women specifically. It is assumed, sometimes incorrectly, that the motivation is lacking and that social attitudes are mainly responsible for this. Other factors which can be dealt with in the short term play a much more important role in keeping children out of school. Poverty is one of them. Tamil Nadu has shown how the midday meal scheme has succeeded over the years in bringing more children to school and keeping them there and thus raising nutritional and educational levels together. It is a model political leaders in the BIMARU States would be well-advised to incorporate in their educational schemes.

—Indian Express
December 2, 1993

Fourth ACCU Prizes for Literacy Follow-up Material

The Asia/Pacific Cultural Centre for Unesco (ACCU) Tokyo, Japan has invited proposals from Organisations for the fourth ACCU Prizes for Fully Illustrated Materials.

The material must be printed or audio-visual (slide-video) specially designed and produced for use or being used in teaching and learning of illiterates or neo-literates. They must be finished work and the illustrated area must cover half or more of the total space of a page or a sheet or of the work as a whole.

The material may be in the form of cards, graphs, charts, wall charts, maps, atlases, newspapers, pamphlets, posters, slide, video, serial posters etc.

The material should have been produced by any Government or non-governmental institution/organisation. Works produced by individuals are not acceptable.

The following prizes will be awarded :

First Prize (1)	US \$ 1500
Second Prize (1)	US \$ 1000
Third Prize (8)	US \$ 300
Honourable Mentions	A certificate of commendation.

The organisation should propose candidature through National Commission for Unesco. The last date for receipt of material is 10 April 1994. The award will be announced in July 1994.

For further information and application forms, kindly write to Asia/Pacific Cultural Centre for Unesco, 6 Fukuromachi, Shinjuku-ku, Tokyo 162 Japan.

RAPID POPULATION GROWTH IMPEDIMENT IN ECONOMIC DEVELOPMENT

The ADB report on "Health, Population and Development in Asia and the Pacific", notes that rapid population growth dilutes and impedes economic development. An increase in the population base puts greater pressure on finite resources, both financial and natural, and in the Developing Member Country (DMC) context, worsening of income distribution, increased poverty incidence and environmental degradation.

Moreover, there is the ironic problem, as the report notes, that although rapid population growth increases poverty, poverty encourages larger families through its impact on access to education and decreased prospects for child survival.

In terms of absolute numbers, the report notes that the DMCs with the largest populations in the region are the People's Republic of China (PRC), India, Indonesia, Bangladesh and Pakistan. The PRC and India account for more than two thirds of the region's population. While Bangladesh, Lao, PDR, Nepal, Pakistan and Papua New Guinea are expected to have the highest population growth rates in the next decade, the PRC and India are still expected to contribute the largest number of additional people.

If population growth is uncontrolled, the report points out, the economic and social consequences are:

- * ecological imbalance, with greater pressure on natural resources.
- * increased urban crowding, with increases in demand for municipal services and infrastructure.
- * a more unequal income distribution, particularly as labour supply out paces job creation.
- * signs of mass poverty, including high infant and child mortality rates, high levels of child malnutrition and hunger, poor school performance, unemployment and underemployment.

Bleak Prospects

"Existing population growth rates are unsustainable, even for the relatively near future," the report notes. "Unless population growth rates are kept within manageable limits, the prospects for creating acceptable standards of living for low-income groups in the developing world will be bleak. Even assuming prompt action the incremental increase in population in larger DMCs such as Bangladesh, India, Indonesia and Pakistan will be massive, thus posing a major development challenge".

The global population is growing more rapidly than ever before and will continue to do so for at least four decades, according to United Nations estimates.

Indeed, without major techno-

logical breakthroughs and changes in patterns of consumption, even the most optimistic population growth projections are likely to be accompanied by increases in poverty, hunger and environmental degradation.

"Whether we look at population, the environment or development, the next 10 years will be critical for our future," says Sri Pamoedjo Rahardjo, an ADB Population Specialist. "The decisions we make or don't take will widen or narrow our options for a century to come. They could decide the fate of the earth as a home for human beings."

—Truman Becker

Development and Cooperation,
No. 6, 1993



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PRIMARY DROP-OUT RATE 53 p.c.

Only 47 per cent children in India reach class five school while 53 per cent drop out after class four, not getting even the basic primary education, a UNICEF study says.

Nearly half of the dropout rate occurs in classes one and two. According to the study, the main reason for the high dropout rate is that the costs and efforts involved in primary education are not matched by the quality and benefits of the education offered.

The study says that the dropout rate in India is more among girls than boys. It is higher in rural girls and highest in tribal girls.

The reasons are poverty, early marriage, helping parents in the household and fields, unattractive school environment, parents illiteracy and indifference, neglect of studies resulting in repeated failures and finally withdrawal from schools.

The world average percentage of children reaching grade five is 68 with the result that there are an estimated 100 million children aged six to eleven out of schools. Two thirds of them are girls.

Rural Urban Divide : According to the latest available data, the drop-out rate between classes one and eight is 60.70 per cent in boys and 70.05 per cent in girls and 56.43 per cent in rural boys and 64.24 per cent among rural girls.

The inter-state variations in drop-out rates from class one to eight for boys range from 16.17 per cent in Kerala to 79.23 per cent in Arunachal Pradesh and for girls from 15.66 per cent in Kerala to 80.05 per cent in Andhra Pradesh.

In the northeastern states, although the enrolment ratio among girls in primary and upper primary classes is very high, the dropout rate is also equally high.

On the other hand low enrolment of girls is characteristic of northern plains and large states with large populations below the poverty line with sexism and feudal social relations.

The study says the male female gap is, however, closing fast in urban areas but the rural-urban divide is the real problem. □

Health and Social-Development Research Centre, Jaipur

The Health and Social Development Research Centre (HSDRC) is a voluntary organisation in Jaipur, Rajasthan to promote health and social development through counselling, clinical care, research, training and project consultancies. It also promotes scientific exchange of information in health and social development.

Further information : HSDRC, 1/1296 Malviya Nagar, Jaipur (Rajasthan). □

International Award for Literacy Research

Unesco has invited papers for an international award for the best research in adult literacy in 1993. The author of award winning research will receive U.S. \$ 10000. The award is co-sponsored by the Unesco Institute of Education, Hamburg, Germany and the Department of Human Resources and Labour, Canada.

The manuscript—original and unpublished should be submitted to Unesco Institute of Education before January 31, 1994. It should have minimum of 100 pages and maximum of 150 pages (between 30,000 and 50,000 words). A summary of 1800 words and a curriculum vitae should accompany the proposal.

The award will be announced in June, 1994 by the Director-General of Unesco.

Further information can be had from Unesco Institute for Education, Feldbrunnenstrasse 53, P.O. Box 13 10 23, 20110 Hamburg, Germany.

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Chandigarh Shramik Vidyapeeth Implementing TLC

The Shramik Vidyapeeth, Chandigarh is actively involved in the implementation of Total Literacy Campaign (TLC) launched in Chandigarh in May 1992.

It organised orientation programme for the community leaders, members of the campaign committee and officials involved in conducting the survey. It also organised training programmes for master trainers and volunteers.

It has taken Colony No. 4, Industrial Area, Chandigarh for total eradication of illiteracy.

On October 2, 1992, when the campaign was inaugurated the total illiterate population was 3441 (1750 males and 1691 females). The Vidyapeeth has made over 2600 learners literate and the literacy programme for the remaining illiterate plus the new migrants will be completed by March 1994.

The Shramik Vidyapeeth organised 284 vocational and educational programmes during September 1992 to August 1993 and the total beneficiaries were 7081.

Among the educational and vocational programmes organised by the Vidyapeeth were simple mathematics for daily use, fabric and oil painting, computer education and screen printing.

Further information :
Director, Shramik Vidyapeeth,
366, Sector 44A,
Chandigarh.

Documents

Mohanty, S. C. National Adult Education Programme in India
Allahabad, Chugh Publications,
1991. p.p., 455 Rs. 400.

This research study has been divided into nine chapters. In chapter I the need for adult education in developing countries and specially for India has been stated. A brief geographical, historical, cultural, political demographic, economic and educational picture of the State of Orissa has been provided in chapter 2. Chapter 3 presents brief account of the objectives and methodological details of the study. A few research studies are reviewed in chapter 4 which were conducted in India and abroad on adult learning in general and evaluation of adult education programme in particular. Chapter 5 presents the changing concepts of adult education in different parts of the world. Chapter 6 presents the historical background of the adult education programmes in India and its present position. Chapter 7 gives the adult education programme in Orissa since 1936 to 1983-84. Chapter 8 presents the analysis, interpretations and findings of the data collected for the study. The last chapter gives some suggestions for the improvement of on-going adult education programme in India.

The Austrian Educational System : A Short Review, Vienna
Federal Press Service, 1990.

The booklet gives a brief history

of Austrian Education System, the Austrian School system (general compulsory schools, general secondary schools) vocational schools, university and colleges, foreign students in Austrian universities, Adult Education and Adult Education Institutions.

The Austrian adult education system consists of adult education colleges (Volkshochschulen) numbering 350. In addition, there are 50 residential Colleges and more than 2400 public libraries. Many of the adult education institutes concentrate on further training in vocational subjects.

Maron, Stanley, Kibbutz in a Market Society, Ram at Efal (Israel)
Yad Tabenkin 1993.

"Kibbutz" is the Hebrew name of a communal settlement based on the principle of a shared home for a large number of individuals and families. The first Kibbutz was started in 1910 and by 1991 there were 270 Kibbutzim in Israel. Most individual Kibbutzim have a population of 300 to 600 persons.

Kibbutzim began primarily as agricultural settlements and later on entered into industrialization and other economic activities like tourism etc.

The author analyses current development in Kibbutz from two points of view, One is the internal process of change. In large family units of three and four generations. The other is the influence from outside by expanding market economy and its culture of consumerism. Out of the conflict between the two has emerged a communal household which tries

to combine the best feature of the extended family and the market.

National Cooperative Union of India (NCUI). An Industrial Co-operative-Organisation, New Delhi NCUI Cooperative Union of India, (nd). 44p.

This booklet aims to indicate to the community of artisans and village craftsmen the advantage of organising a cooperative society and also the manner in which the affairs of the society should be conducted.

Reddy, G. Narayana, Training Voluntary Workers as Agents of Development, in Social Change : Issues and Perspectives, (Council for Social Development) Vol. 22 No. 4, December 1992.

The study examines the training strategies of a cluster of voluntary agencies and also the personal characteristics, opinion about developing rural poor and attitude of volunteers towards rural reconstruction work in a village of Andhra Pradesh.

Women's Perspectives in Population and Reproductive Health,

Report of Conference of Non-Governmental Organizations, New Delhi, Bombay, Family Planning Association of India 1993, 103p.

It contains papers presented in various plenary sessions and reports of discussion groups. Some of the papers included in the report are (1) Population Stabilisations : Current situation and Future Projections (2) Status of Women and Reproductive Rights (3) Needs and Concerns of Adolescents in Sexual Health and Responsible Parenthood (4) Methods of Contraception (5) Women's perspective in choice and use of contraceptive methods : the Bangladesh Experience, the Indian Experience and Sri Lankan Experience.

Sengupta, Chandan, Sociological Impact of Total Literacy Campaign : The Case of Midnapore, Bombay, Tata Institute of Social Sciences, 1992, 115p. (Mimeographed).

The major findings of this study show the positive impact of the total literacy campaign in Midnapore. Analysis of the views ex-

pressed by the major political parties, the role of the district administration, Zila Parishad and the spontaneous involvement of the people at the grass root show that the campaign has generated a sense of collective consciousness among all concerned. The responses of the neo-literates indicate that the vast majority of them have been able to achieve considerably high level of political consciousness, social awareness, scientific temper and functionality. The data on many other sociological factors indicate positive impact of the campaign. These include : equality of sexes, changes in attitude towards government, neo-literates perception of the problem of illiteracy, their expectation from the government and their attitudes towards the government and utility of education in general and women's education in particular, neo-literates self-perception in comparison with illiterates, their reading interests, exposure to mass media, social relationship and impact of literacy on domestic problems and impact of literacy campaign on health awareness and health status.

□

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EFA Summit

EDUCATION A SOCIETAL RESPONSIBILITY

The Delhi Declaration of the Education for All summit said that Education was, and must be a, societal responsibility covering government, families, communities and non-governmental organisations as education required the commitment and participation of all in a grand alliance that transcends diverse opinion and political positions. It pledged to achieve the objective of universalising primary education for all boys and girls by the turn of the century or even before.

The summit of nine high population countries having half of the world's population and 70 per cent of world illiterate which concluded in New Delhi on Dec. 16, 1993 put education and empowerment of girls and women on top of the global agenda. It was signed by Indonesian President Suharto, India Prime Minister P.V. Narsimha Rao and seven other representative of Bangladesh,

Brazil, China, Egypt, Mexico, Nigeria and Pakistan.

The declaration described education and empowerment of girls and women "as key factors in contributing to the social development, well-being and education of present and future generations, expansion of the choices available to women for the development of their full potential.

The declaration expressed the determination of the nine participating countries in the summit to eliminate disparities of access to basic education on account of gender, age, income, family, cultural, ethnic and linguistic differences and geographic remoteness. It sought to achieve its EFA objective through an integrated strategy or basic education for all people.

While the declaration expressed the commitment to tally all sections of the respective society of parti-

cipating countries towards, EFA, it called upon international collaborators to raise substantially, their support for basic education services.

Since successful education programmes required complementary and convergent action on adequate nutrition, effective health care, and appropriate care and development of the young child, the declaration urged international financial institutions, in the context of structural adjustment

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programmes underway in most of participating countries, to recognise education as a critical investment which need not suffer from pre-determined ceilings.

The framework for EFA action, adopted for implementing the Delhi declaration called for giving

greater authorities to communities and parents and making the school more accountable to the community for its performance. In its guidelines for action in basic education it noted that developing and applying clear performance criteria for head teachers and teachers and supporting them to improve their capabilities and skills to exercise authority and responsibility were necessary.

Expressing itself in favour of offering initial instruction in the mothertongue where bilingual instruction is necessary the action framework also recommended that a small multi-grade schools be introduced in the sparsely populated areas to reduce the distance between the child and the school.

Stressing on the need for flexible non-formal education programme for various disadvantaged sections of society it said these should include the use of parameters from the community, flexible annual calendars, active community and parental involvement, simplified curriculum containing essential learning and life skills, use of local languages in initial instruction, NGO community partnerships, provision for setting intermediate goals in expanding early childhood care opportunities, improving enrolment and completion rates in primary education, reducing dropouts and repetition rates, increasing achievement levels in primary education and expanding well targeted adult education programme.

Noting that international assistance to education has traditionally been a low percentage of total assistance, the action

framework called for raising it but at the same time stressed on raising domestic investment.

It called for promoting co-operation among the nine countries and beyond in achieving the EFA objective. It said a joint initiative on distance education was badly required. Indeed, the nine participating countries agreed to work in collaboration on a distance education initiative in the area of enhancing training of teachers and other personnel and to better reach neo-literates and marginalised groups.

Noting that the area of sharing of experience among the nine countries required to be systematised, the action framework said another summit could be covered at the initiative of one of the countries at or before the end of the decade to review progress and set new goals. It stated a specific network involving the nine countries could be established with active support of UNICEF, UNESCO, UNFPA and the international community. This network could organise ministerial or senior official level meetings to discuss the achievement of EFA in the intervening years before 2000.

Inaugurating the Conference President Dr. Shankar Dayal Sharma said that education systems should also include nutrition, health care and social attitudes. "I feel a special care is required towards the education and empowerment of girls and women to enable them to attain their full potential", he added.

In the discussion that followed President's inaugural speech Indonesian President Suharto said

"we believe that, by providing maximum education accompanied by a deeper sense of religion—we can give our children, generations yet to come, a much brighter future. They have the right to a dignified partnership with developed countries of the world".

Prime Minister P. V. Narasimha Rao, listing out the achievement of India in education in the last four decades, said New Delhi could spend as much as six per cent of its GDP on education in the 21st century. "Outlays on education would also depend on the pace at which programme like power, oil, industry etc., which had taken up the bulk of the Government's budgetary support hitherto are taken over by non-governmental investment channels".

He informed the gathering that Indian Constitution was recently amended to empower local communities play a much more vigorous role in education.

Chinese Vice-Premier Li Lanqing expressed the desire of his country to make use of and learn from the useful experience of any other country in education.

Pre-Summit Meet

The preparatory talks for the meet were held on December 13-15, 1993. It cautioned that although substantial improvement had been made on the educational front there was no room for complacency.

The goal of achieving education for all by the century-end could well prove elusive unless the world's nine most populous countries address themselves to

ending the gender bias, and draw more women into the school system while controlling the rapidly growing population, they said.

The human resource development minister, Mr. Arjun Singh, who chaired the opening session, was the first to strike a note of caution, stating that though there have been dramatic changes in the Indian educational scene, there was no reason to be "sanguine about the state of literacy". According to Mr. Singh India has to traverse a long way before reaching the goal of education for all but felt confident that the hurdles would be overcome as "we have the capability of marshalling the human and material resources for this epic task."

Presenting the synthesis paper of EFA in the nine countries, Mr. John Ryan of UNESCO, pointed out that the biggest brake on progress towards EFA is population growth. He said though the countries participating in the talks today have achieved varying levels of progress through different strategies, they are all faced with the common problem of an exploding population.

Citing figures Mr. Ryan said while school enrolment in these countries grew by 87 million in the past 13 years, it was still insufficient to accommodate all children as the school-age population has grown by more than 56 million. Achieving universal primary education (UPE) with a rapidly expanding school-going population, he said, it is like "running up a down escalator," he said, adding that seven of these nine nations

could have achieved EFA if it was not for the population explosion.

On the other hand, he argued that education, especially of women, is critical to overcoming the population gap as there have been innumerable studies indicating that it has a major impact on bringing down fertility and infant mortality rates. According to Mr. Ryan one issue that needs urgent attention is gender equality, the biggest constraint to achieving EFA in all these countries though it has been overcome in Indonesia at the primary level.

Mr. Manzoor Ahmed associate director, UNICEF, emphasised that primary education is the core and cutting edge of EFA, adding that it is still a central challenge in all the participating nations. He pointed out that actually nearly half the school-going children are not getting effective primary education if one takes into account the number of children not enrolled, the drop-outs and those

Literacy

This table ranks the summit countries by the percentage of adults 15 years and older that are literate.

1) Mexico	87%
2) Brazil	81%
3) Indonesia	77%
4) China	73%
5) India	52%
6) Nigeria	51%
7) Egypt	48%
8) Bangladesh	35%
9) Pakistan	35%

Source: Education for All: Status and Trends, 1993, UNESCO.

who come out of school without having learnt anything.

While agreeing that more resources were needed for primary education, Mr Ahmed stressed that these needed to be used efficiently and effectively. Despite the increased allocations for primary education, it continues to be under financed especially at the operational level. He said budgets needed to be restructured in order to provide more for inputs like learning materials and up-gradation of teacher's skills.

Dr. Mabub-ul-Haq, author of the UNDP's impact-making Human Development reports, presented a four-point agenda for making the EPA goals feasible. Translated into key numbers, this means a 25 per cent increase or an additional 75 million in the net enrolment during the next seven years principally in Bangladesh, China, India, Nigeria and Pakistan. Of this 55 million is to be for girls and 20 million for boys, in order to completely remove the gender gap. This, according to him, will require 1.6 million additional teachers, mostly female and mainly in India, Pakistan, Bangladesh and Nigeria. Also required is about \$ 4 billion a year as additional investment in primary education of non-formal systems.

Mr. James Grant, Executive director, UNICEF, pleaded for higher investment in education. He warned that if the EFA goals are not achieved, the consequences would be grave with low economic growth.

Panel Discussions

Participating in the panel discussion on "Girls and women's

education, women's empowerment and population issues", sponsored by the United Nations Fund for Population Activities (UNFPA). Dr. Nafis Sadik, the UNFPA executive director, pointed out that while some progress had been made in the enrolment of girls, pronounced gender gaps still persist in all regions, with the exception of Latin America. At present, she said, one out of three adult women cannot read or write, compared with one out of five adult males.

She said studies had confirmed that countries which made higher allocations for women's education experienced higher economic productivity, lower fertility rates, lower infant and maternal mortality and improved levels of life expectancy for both men and women. For

Net Enrolment Ratio for Primary Schooling

This table shows what proportion of primary school-age children is actually enrolled. The figures indicate each country's progress towards the goal of Universal Primary Education, but does not reflect what quality of schooling the children receive.

1) China	99%
2) Mexico	98%
3) Indonesia	97%
4) Egypt	91%
5) Brazil	88%
6) India	66%
7) Bangladesh	63%
8) Nigeria	59%
9) Pakistan	29%

Source: Education for All: Status and Trends, 1993, UNESCO.

instance, she said, evidence indicated that each additional year of schooling of mothers translates into a decline in child mortality, ranging from five to ten per cent.

Financial Aid

Dr. Sadik emphasised that it is time to put literacy and education within the reach of all girls and women. This, she said, could be done by reducing the costs of sending girls to schools through the provision of scholarships or stipends to parents, increasing the number of female teachers and providing high quality schooling and relevant curriculum.

Mr. Shahnaz Wazir Ali, special assistant to the Pakistani Prime Minister for the social sector, admitted that her country's track record on this front had not been very encouraging with female illiteracy in rural areas being as low as three per cent while the net enrolment at the primary stage is around 29 per cent.

However, she said, efforts were underway to take corrective measures through increased resource allocations for elementary schooling and population welfare, which are expected to increase the enrolment of girls at the rate of eight per cent per annum as compared to five per cent for boys. Similarly, she said several legislative measures had been initiated to further reform the laws pertaining to women. Only recently, she said, the government had decided to reserve five per cent quota in all government services for women.

Internal and External Resources for EFA

Participants in the panel dis-

cussion on "External and Internal resources for EFA" agreed that expenditure on education should not be a trade-off with economic reform and that international agencies must provide additional resources to countries going through structural changes in their economies. Donor agencies, it was generally felt, should be more sensitive to the needs of developing countries.

Responding to this appeal, Mr. Wadi Hadaad of the World Bank, said the bank had trebled its lending for education from \$6.5 billion from 1986-89 to 1990-93, adding that these resources would be best used by the countries to build their national capacities. Better utilisation could also be effected through the reduction of wastage and better financial management, he added.

Education and Society

The pre-summit meeting on December 15 put more emphasis on peace-building function of education, using the spread of education to curb intolerance and bigotry.

UNESCO director general Federico Mayor said nations who relied on their defensive forces and armament factories for peace-keeping should shift focus on long-term, preventive action-building peace through education. He called for education which inculcated values of justice, equity and non-violence.

Mayor was participating in a discussion on 'Education and Society.'

(Continued on page 6)

ORIENTATION PROGRAMME FOR ADULT EDUCATION FUNCTIONARIES AT BODHGAYA

The Directorate of Adult Education, Government of India in collaboration with the Department of Adult and Continuing Education, Magadh University, Bodhgaya organised recently two programmes on training/orientation of key level functionaries in adult education. The first was for project personnel of the voluntary agencies. The second was for the functionaries of the District Institutes of Education and Training (DIET) and the District Resource Units (DRU).

Training Programme for VAs

The training programme for functionaries of voluntary agencies was held Bodhgaya on December 6-10, 1993.

Inaugurating it, Prof. KB Sahai, Pro Vice-Chancellor of the Magadh University said that the voluntary agencies were best suited for implementing the total literacy campaign. He said literacy education would also help in solving socio-economic problems of the country. Political commitment and will are the essential factors for its success, he stressed.

In his chief guest address, Shri Chintu Naik, IAS Commissioner, Magadh Division-cum-Vice Chancellor of the University said that literacy was an indispensable component of human resource development and spread of literacy would open new vistas of knowledge and bind the human race in harmony and brotherhood. He stressed the need for education of

women to make them partner in development of the country.

The presidential address was delivered by Prof. Shakeel Ahmed, former Vice-Chancellor of Bihar University.

Earlier, Prof. PN Singh, Director, Adult Education, Magadh University welcomed the participants. Shri A. H. Khan Asstt. Director, Adult Education of the University proposed a vote of thanks.

The objective of the programme was to introduce the main components of planning and management of total literacy campaign (TLC); to provide the necessary skills for operationalising TLC like environment building, resource support, training strategy, MIS, evaluation etc.; and to share ideas and experience to make TLC successful at the field level.

45 participants representing the states of Bihar, Rajasthan, and UP attended.

Training Programme for DIET, DRU Functionaries

The second training programme for functionaries of District Institutes of Education and Training and District Resources Units was held in Bodhgaya on December 13-17, 1993.

The objectives of the course were to discuss the various approaches of mass mobilisation and environment building and identification of learners and functionaries: to analyse the steps

in systematic approach to training and to differentiate between IPCL approach & traditional approach, to understand the monitoring and evaluation mechanism of the project and to discuss the steps to be taken for post-literacy and continuing education in the project.

38 participants from J. & K. Delhi, Rajasthan, MP, Gujarat, UP and Bihar attended.

The Coordinator for both the programmes was Dr. JP Gupta, Joint Director, Directorate of Adult Education. The Associate Coordinator was Shri AH Khan, Asstt. Director, Adult Education, Magadh University and Secretary, Central Zone, and Executive Committee Member, IAEA. □

New Course in Bhavnagar University

Diploma in Self-Service Health Therapy

The Adult, Continuing Education and Extension Work Department and Development Council of Bhavnagar University have started a Diploma Course in Self-Service Health Therapy (DSSHT). The course is for two academic years with three months internship training. The course comprises of 10 papers which include, 1. Anatomy and Physiology, 2. History & Basic Principles of Naturopathy, 3. Health Science & Pathology, 4. Yoga, Ayurveda and Mental Health, 5. Accupressure, Chromopathy, Magneto Therapy & Auto-Urine Therapy, 6. Diagnosis, Diseases & Treatment, 7. Hydropathy, Mud Therapy, 8. Message & Physical Culture, 9. Fasting, Food and Nutrition, 10. Yoga Therapy, Ayurveda & Psychotherapy. □

European Community Funds Education Plan in MP

An ambitious Rs. 687 crore scheme funded by the European Community (EC) and the Madhya Pradesh Government for universalisation of primary education in the state was launched on January 5, 1994. The EC assistance will be Rs. 585 crore.

The overall goal of the scheme is recasting the primary education system as a whole in 19 districts—Betul, Bilaspur, Chhatarpur, Dhar, Guna, Mandasaur, Panna, Rajgarh, Raisen, Rajnandgaon, Rajgarh, Ratlam, Rewa, Surguja, Satna, Sehore, Sidhi, Shahdol and Tikamgarh.

The M. P. Government will contribute to the tune of Rs. 102 crore.

The project has several components. It includes school mapping and micro planning for every block in the covered district which would be undertaken. Under this, child-wise, householdwise surveys would be conducted in every

village to determine the schooling needs and location of primary school, non-formal education centres, etc. Approximately 20,000 new classrooms by way of new schools or extension of school buildings would be undertaken to ensure higher enrolment.

Pre-school centres for age group 3-6 years will be opened as a support for school-going children. About 50 lakh school going children in covered districts would be provided periodic health checkup. Handicapped children would be provided with special teaching and learning aids.

Alternative models of schools like voluntary schools or Shikshak Karmi units, mobile schools or similar other teaching models would be developed. The in-service training of teachers would be re-modelled to bring teacher training in consonance with multi-grade teaching requirements and minimum levels of learning.

Village Education Committee would be trained and oriented for active participation in local management of education.

The project focuses on scheduled castes, scheduled tribes, women and disadvantaged sections of society with emphasis on their education and thus giving them a new status in the society.

The project is slated to be completed by 1997-98. □

(Continued from page 4)

Education a Societal.....

Federico Mayor said the EFA goal was achievable by 2000. It needed an additional spending of US \$ four to five billion per year altogether by the nine countries, and it was possible to raise the money.

The UNESCO position paper for the panel said future societies will be shaped less by predictable trends than by "antagonistic forces acting in various domains". What mattered was not that the antagonism between different beliefs, values and culture was suppressed, but that conflict was resolved in a non-violent manner. Education had to emphasise tolerance and international understanding and impart skills of jointly solving problems and rational resolution of conflicts. □

Manohar Lal Passes Away

We deeply regret to record the death of Shri Manohar Lal, former Accountant of the Indian Adult Education Association in New Delhi on December 27, 1993. He was 76.

He worked in the Association during 1955-77.

Recent Books for Neo-Literates

1. KISI SE NA KAHENA

Meenakshi Swami
Rs. 8.00

2. SUHANI SEEKH

Ramdas Shastri
Rs. 6.00

3. JEENE KI CHAH

Mridula Seth
Rs. 10.00

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Training Programme in Population Education

The Centre for Adult & Continuing Education and Extension Activities, (CACEEA, Kakatiya University (AP) organised a one day Training Programme on Population Education on November 6, 1993 in collaboration with PERC, SNDT Women's University, Bombay. 30 teachers incharge of Population Education Club in Colleges attended.

Inaugurating it, Dr. K. Jaya Shankar, Vice-Chancellor, Kakatiya University said that spread of literacy and equitable distribution of the gains of development could check the population explosion in the country.

Presiding over the meeting Prof. G. Sreenivas Reddy, Head, Department of Public Administration & HRM observed that the family welfare programmes have failed to control the population mainly due to lack of political will accentuated by the absence of organised pressure groups working in favour of population control.

Dr. G. Ramesh, Head & Dean, Faculty of Education, Kakatiya University, Dr. M. S. R. Murthy, S.V. University, Tirupati, and Shri Banupratap Singh, Asstt. Director, PERC, SNDT Women's University Bombay spoke on the concept, methodology and activities of Population Education Club.

The valedictory address was delivered by Dr. K. Murali Manohar, Director, SDLCE, Kakatiya University.

Earlier, Dr. Ch. Bala Ramulu, Director, CACEEA outlined the objectives and activities of Population Education Club. He said that the commitment of the teachers and students would go a long way in effective implementation of Population Education Club activities. □

Documents

Bhola, H.S., World Trends and Issues in Adult Education,

London, Jessica Kingsley and Unesco, 1988. 177p.

The document presents a comprehensive review of adult education during the last forty years since the first International Conference on Adult Education at Elsinore, Denmark, during June 1949. It demonstrates how adult education, in its many forms, has come to be central to the historical process of development and change all over the world and particularly in the Third World. It also analyses adult education as an area of professional study by laying bare its theoretical foundations and its research base.

Each of the chapters in the book consists of four major parts. In the first part, the topic is put in a historical perspective. This historical review is conducted in terms of four milestones provided by the four Unesco-sponsored international conferences: (a) the first international conference on Adult Education at Elsinore, Denmark 19-25 June, 1949, (b) the second World Conference on Adult Education, Montreal, Canada, 22-31 August 1960, (c) the Third International Conference on Adult Education, Tokyo, Japan, 25 July to 7 August 1972; and (d) the fourth International Conference on Adult Education at Paris, France, 19-29 March 1985.

In the second major part of each chapter, a detailed theoretical context is provided. In this regard

contributions towards the development of theory of adult education, contributions from the three cluster of nations (free market economies, centrally planned economies, and countries in the developing world) are discussed separately to recognise the theoretical contribution of each. An over view from global perspective has also both presented.

The third major section of each chapter is a review of actual practice in the field in relation to the particular sub-system of adult education under study.

Finally, trends, issues and future needs of each sub-area are analysed. These are discussed both for specific contexts as well as from the international point of view.

Temer, Norma Liliana. Possibilities and Condition of Integral Education for Older Citizens: A Pedagogic Proposal in Inter-American Review of Educational Development. Vol. 37, No. 114(1) 1993, 119p.

The study addresses the situation of older people in Argentina — particularly the sub-group of healthy or competent seniors who can continue to live independently and participate in social life by demonstrating that: this sub-group represents a considerable proportion of that population: it is on the increase, according to the market trend towards longer life expectancy at birth and at 60 and over; the full complexity of its current needs as a group has been neglected; people who manage to resolve their situation generally do so on

their own; although it is recognised as a multidisciplinary and interdisciplinary problem, a strictly educational approach has been lacking in the policies adopted. The working hypothesis applied is therefore that if life expectancy increases (to 75-80 years) there are 15 to 20 years of life "after 60" in which it is not only justified but essential that there be "spaces" where healthy elderly people can participate reflecting a new approach to senior citizens based on multidisciplinary research (gerontology, psychology, sociology and education).

Shah, S.Y. Indian Adult Education: A Historical Perspective, New Delhi, Adult, Continuing Education and Extension Unit, School of Social Science—1, Jawaharlal Nehru University, 1993. 200p (Zeromed Copy)

This monograph is in four parts. Part I discusses the changing concept and programmes of Indian Adult Education. Part II provides three selected case studies of successful literacy campaigns conducted in India at different intervals, these are—(1) Bihar literacy campaign of late 1930s (2) Gram Shikshan Muhim of Maharashtra initiated in 1950's, and (3) Total Literacy Campaign of Ernakulum District launched in 1990's. Part III, presents chrono-

logy of major events in Indian Adult Education, and Part IV provides selected statistical information related to the progress of literacy and adult education programmes.

NIPCCD. Statistics on Children in India 1993, New Delhi, National Institute of Public Cooperation and Child Development, 216p.

This pocket book contains statistical information upto 1993 on various aspects of child development in India.

Statistical data has been divided into seven major headings which include (1) Population (2) birth and death rates, mortality indicators etc. (3) Health and family welfare (4) Nutrition (5) Education and Literacy. Under this it provides literacy rates in India 1951-1991, number of literates and illiterates among population (7 years and above) 1981-91 etc, dropout rates at primary and middle stage by sex. In the last two sections it gives child development and welfare services, welfare of the handicapped, socio-economic indicators etc.

Population Education Resource Centre, University of Delhi, Courses in Population Education, New Delhi, Department of Adult, Continuing Education and Extension, University of Delhi, 1991.

80p.

The courses available at various Indian Universities in Population Education have been included in this volume in three parts: (1) courses at the under-graduate level (2) courses at the post-graduate level, and (3) courses for extension programme. Universities included are SNDT, Avadh, Gujarat Vidyapeeth, Bombay, South Gujarat and M.S. University of Baroda, Ranchi, Delhi, Sri Venkateshwara, International Institute of Population Sciences, (Bombay) Punjab, Gujarat, Madras, Marathwada and Sardar Patel.

Dave, Ravindra, From Awareness to Action—Evaluation of the ITFL experience for future development, Toronto, International Council for Adult Education (1993) 212p.

In response to the United Nations call to NGOs to participate actively in the observance of ILY 90, the International Council for Adult Education established an International Task Force on Literacy for a period of four years. This report presents a comprehensive evaluation of ITFL's World-Wide activities, experiences and achievements. It has also drawn some important lessons for future action aimed at the attainment of a cherished goal of universal literacy and functional literacy throughout the globe.

IAEA Newsletter

INDIAN ADULT EDUCATION ASSOCIATION
NEW DELHI



Vol. XV

February 1994

No. 11

ALL INDIA ADULT EDUCATION CONFERENCE IN AJMER

The Indian Adult Education Association will now be organising its 45th All India Adult Education Conference in Ajmer (Rajasthan) in the third week of June in collaboration with Rajasthan Vidyaapeeth.

The theme is "Total Literacy in the Context of Education for all by 2000". The sub-themes of the conference will be (a) Resource mobilisation (b) Creation and sustenance of environment for literacy; (c) Training of functionaries; (d) Women's literacy; (e) Media support; and (f) Post literacy.

There will be a thematic workshop on 'Role of Adult Education in Promoting Communal Harmony.'

The Zakir Husain Memorial Lecture will be delivered by Dr. (Smt.) Chitra Naik, Member, Planning Commission, Govt. of India.

The venue is VSP Shramjeevi PG College, Ajmer.

The General Body Meeting of IAEA and the elections of the members of the Council and of the Executive Committee will also be held during the Conference.

Those desirous of attending the Conference should send delegation fee of Rs. 50/- to the General Secretary before May 15, 1994.

Those who want to contribute a paper on any sub-theme of the conference should write to the Director, IAEA before April 20, 1994.

An exhibition of books, posters, charts, photographs will also be organised during the conference.

The contact person in Ajmer is Shri BL Parakh, Principal, VSP Shramjeevi PG College, Ajmer-305 001. Tele.(Off) 30457, 21042, (Res) 50383.



Motivation of Volunteers

A discussion on motivation of volunteers was organised by the Indian Adult Education Association (IAEA) in New Delhi on January 11, 1994. Dr. Mridula Seth, Department of Human Resource Management and Extension, Lady Irwin College, New Delhi delivered the key-note address on Motivation of Volunteers in USA. Smt. Kamala Rana, Associate Secretary, IAEA presided.

Dr. Seth said that volunteerism and community leadership are services which are desperately needed with today's resource limitations. Many a time a volunteer could do a job which a paid worker might not be in a position to do, she said. But this, could only be possible if they are properly trained before being sent to the field and the training should be continuous one and not one time affair. She also emphasised the need for allotting time for socialising in the training events.

She said that in USA volunteers are giving their services for health, education, social service, community education, recreation etc.

These volunteers, she said, are performing such duties as assisting the elderly, tutoring illiterate adults, teaching Sunday schools, raising funds, answering phone calls, driving people from one place to another, etc.

According to study, about 48 per cent of Americans aged 14 and other do some kind of volunteer work. The volunteers she said should be involved in selecting or designing their skills. Describing the job descriptions, she said each volunteer job should have a title that is descriptive of the duties and which sounds interesting. The job description should specifically indicate the degree of flexibility i.e. starting and finishing times for a job assignment.

Dr. Seth underlined the need to recognise the services of the volunteers. She said "recognition must be regular and frequent".

She said that elderly people and women are participating in large number in the United States as volunteers, India too should properly utilise the service of the senior citizens, she opined.

Smt. Kamala Rana in her presidential address said that housewives have not been properly utilized in the literacy programmes in India so far and it is high time to utilize their services in an fruitful way. She said sustained planning is needed to motivate the volunteers and to utilise their services in the literacy programme.

Earlier, Shri J. L. Sachdeva, Director, IAEA in his welcome speech said that volunteers are

being involved in large number in Total Literacy Campaigns and it is high time that proper recognition is given to them to sustain their interest in the programme.

Shri B. R. Vyas, Member Executive Committee, IAEA and former Additional Director (Education) Delhi Administration

summing the discussion said that socio-economic factors contribute a lot in motivating the volunteers. If these factors are favourable in a place, the number of volunteers will be more, He said attack on poverty and illiteracy should be simultaneously made so as to achieve the objective of Education for All by the year 2000.

NEWSLETTERS AVAILABLE FREE OF COST

- 1. Choices - The Human Development Magazine**
(Quarterly)
UNDP — Division of Public Affairs, One UN Plaza
New York, NY 10017, USA
- 2. Deep-FAO**
Dev. Education Exchange Papers. Freedom from Hunger Campaign/Action for Development. Via Terme di Caracalla
00100 Rome, ITALY
- 3. Developing Countries Farm Radio Network (DCFRN)**
594 Bay Street
9th Floor
Toronto, Ontario M5G 2L3
Canada
- 4. The Forum**
For Advancing
Basic Education and Literacy
Harvard Institute for International Dev.
One Eliot Street
Cambridge, MA02138
USA
- 5. IIEP Newsletter (Quarterly)**
International Institute for Educational Planning
7-9 Rue Eugene-Delacroix
75116 Paris, France
- 6. IPDC Newsletter**
(Bimonthly)
International Programme for the Development of Communication
IPDC Secretariat
1 Rue Miollis
75015 Paris, France
- 7. Network (Quarterly)**
Family Health International
P.O. Box 13950
Research Triangle Park
North Carolina 22709 USA
- 8. UNESCO Adult Education**
(Quarterly)
UNESCO Secretariat
Adult Education Section,
Division of Primary Education
7, Place de Fontenoy
75700 Paris, France
- 9. UNESCO Sources**
(Monthly)
7, Place de Fontenoy
75352 Paris 07 SP, France
- 10. World of Work (5x year)**
ILO—Bureau of Public Information
1828 L Street, NW Ste, 801
Washington, DC 20036, USA

MISSING POLITICAL WILL

Vimala Ramachaadran

Travelling around the districts of Bihar and UP to discuss community based monitoring of primary education and village education committees, I was struck by one very earthy comment— "How can we get a non-existent teacher to teach? If the teacher belonged to our village we would be in a position to cajole, motivate and even compel him to teach our children. Teachers do not identify themselves with us, they do not care if our children remain illiterate — they are outsiders who see themselves as Government servants." Schools that functioned till the sixties are now in a shambles. The basic education schools inspired by Gandhiji are in ruins today. Ordinary villagers of Champaran have less opportunity today than they had three decades ago. The rot is spreading at an alarming rate — and something needs to be done to turn the tide.

In the wake of the National Policy on Education, 1986, there was a renewed interest in grappling with elementary education. A string of special primary education projects were launched with external financial assistance. Andhra Pradesh paved the way with the British supported primary education project that focused on teacher training and curriculum development. Rajasthan followed with an innovative project called "Shiksha Karmi" which was taken up with Swedish assistance. Village youth were identified and trained as

para-professional teachers to replace the non-existent school teacher in remote villages.

This was followed by Bihar Education Project with UNICEF support, Rajasthan Lok Jumish with Swedish aid and UP Basic Education Project with World Bank loan. These project focused on infrastructure development, teacher training, text books, school environment etc. Madhya Pradesh has started a similar project with European Community assistance.

The common thread that runs across these diverse projects is that they are respected to revitalise primary education through demand generation and environment building activities, pre-service and in service training of teachers, school buildings, equipment, infrastructure, mobilisation of the community, supply of text books etc. But is this happening? Have these projects been able to make dent? Will brick and mortar take precedence over the essence?

Large area projects in the health sector have shown that buildings are constructed equipment acquired and vehicles purchased. Soft activities like training and quality of care are invariably neglected. Years after donor supported area projects were launched in health and family welfare, the situation has not improved. PHC and sub-centre buildings are still in a bad shape and quality of services has not improved. As the health system

is obsessed with achieving sterilisation targets, 'once these are met other weaknesses are overlooked.

It is important to be vigilant and to ensure this does not happen in the education sector. As it stands today, while there is a significant shift in Government vocabulary in externally assisted education projects which emphasises demand generation. The logistics of dealing with "demand" when the implementation mechanism continues to be relatively unchanged remains a major challenge. The central issue is one of getting the teachers into the schools and motivating them to teach. Building and community mobilisation should support the primary function of schools—to attract, enrol, retain and educate children. But unless the system ensures teachers perform their primary role — these investments would be wasted.

In Bihar and UP one cannot but notice that a significant number of primary schools do not function, buildings are broken down or badly maintained (despite Operation Blackboard), there is widespread teacher absenteeism and supply of text books delayed. Simultaneously, one cannot ignore the existence of small private schools or teaching shops. In some villages, of Bihar and UP it was public knowledge that Government teachers teach in private schools. Recent educational surveys have shown that among the factors that lead to high drop-outs are non-functioning schools and bad school environment.

The Seventy Second Amendment Bill (1991) provides a ray of hope. The question is one of the extent of influence the Panchayats

(Contd. on page 4)

ROLE OF MEDIA IN POPULARISING EDUCATION

A three day workshop on the role of Media in Popularising Education was organised by the State Resource Centre of University of Kashmir from 20-22 January, 1994 at Jammu.

It was inaugurated by the Kashmir University Vice-Chancellor, Mr. Ajit Kumar. Prof. Y.R. Malhotra, Vice-Chancellor, Jammu University and Mr. Balraj Puri, a human rights activist, were also present at the inaugural session. Mr. Asad Zaidi, Mr. M.K. Raina, Mr. Krishna Kumar & Mr. V. K. Raina participated as resource persons in the workshop.

Welcoming the delegates, Prof. A.G. Madhosh, Director, SRC said that the main objective of the workshop is to create and build a meaningful awareness among the media persons. "This is rather a programmed effort to involve media persons in the literacy campaign and explore occasions and strategies to make this task a big success", he said.

In his inaugural speech, Mr. Ajit Kumar, Vice-Chancellor spoke about various hurdles which impede the success of literacy campaigns/schemes and the spread of education in J & K State. Pointing to high drop-out rate in the State, he observed that the following were the reasons for it :

1. Lack of attention from teachers toward students,
2. Lack of parental interest in getting their wards educated. and
3. Uninteresting school curriculum.

Mr. Ajit Kumar saw NGOs, voluntary workers and educated people's role as pivotal in making the literacy a real success, adding that everyone who has any interest in the programme also must contribute his bit.

Prof. Y. R. Malhotra, Vice-Chancellor, Jammu University who also spoke on the occasion felt that students of colleges and universities had a major role to play in popularising literacy programmes.

Mr. Balraj Puri saw women as catalysts in the process of spreading education and emphasised upon educating women as the first task. Mr. Puri also discussed the problem of unemployment. He said that education and employment should not oppose each other but one must help further the cause of the other.

Suggestions for Amendments of the Constitution of IAEA

The Executive Committee of Indian Adult Education Association has constituted a Sub-Committee for recommending amendments to the Constitution of IAEA under the Chairmanship of Shri B.S. Garg, President, IAEA. Suggestions for Amendments of the Constitution are invited from the Members of Association which may be sent to the General Secretary, Indian Adult Education Association, 17-B, Indraprastha Estate, New Delhi-110002.

Missing Political Will

could exert on the existing primary schools. As it stands, the appointment, transfers and supervision are in the hands of the State Government. The teachers unions are powerful and would resist any effort to make them accountable to any district or sub-district body. The experience of Karnataka has shown that decentralised authority of the Zilla Parishad permitted some leverage in district based appointment of teachers, construction and maintenance of school buildings.

However, monitoring, curriculum development, production and supply of text books and flexible timings for schools were beyond their purview. Even this limited range of powers did have some positive impact. Sustained moral pressure on the primary school teacher alongside a supportive environment, special non-formal centres that generate enthusiasm for education and provide a head-start for girls and first generation school goers could make a dent.

If Education For All is to become a reality, it would be necessary to seize the dual opportunity of availability of additional funds for primary education and handing basic education to the Panchayats. The opportunities exist — but is there political will to seize it ?

"Nationalism is greater than Sectarianism and in that sense we are Indians first and Hindus, Musalmans, Parsis and Christians after"

—Mahatma Gandhi

GIRLS LAG BEHIND IN 50 COUNTRIES

In 1990, there were 33 million fewer girls than boys enrolled in primary and secondary schools in India, and equalising enrolment of the two sexes would have involved an additional expenditure of \$1.4 billion

These sombre statistics are revealed in "Closing the gender gap", the latest report by the Washington-based Population Action International, a private, non-profit organisation that works for universal family planning and reproductive health services, reproductive freedom for women and men, and early stabilisation of world population.

The document makes the point that despite international progress in expanding access to schooling, girls lag significantly behind boys in educational opportunity in 50 countries, in which 76 million fewer girls than boys are enrolled in primary and secondary schools. It would cost \$ 6.5 billion to close the gender gap.

Educational opportunities for girls are worst in Chad, according to the study, with fewer than one in 30 girls attending secondary schools. Adult women, on average, have less than a month of education. At the other end of the scale is France, where virtually all girls are enrolled in secondary school and women have an average of more than 11 years of education. The report ranks 110 other countries between the extremes of Chad and France on a female

education index based on five measures of educational attainment for girls.

France ranks, highest on the 100-point scale, with an index score of 99.7, followed by Canada (99.4), Finland (98.3), Norway (98.2), Belgium (97.8), the United States (97.7) and so on. The lowest-ranking Chad has a score of 21.0, followed by Guinea (21.9), Yemen (24.1), Afghanistan (24.1), Mali (24.2), Niger (25.0), Pakistan (27.6), Benin (28.8) and Burkina Faso (29.6). India's ranking is 50.4.

"The contrast between women living in countries at the bottom and the top of the index is extreme," remarks Ms Shanti Conly, editor of the study and Population Action International's director of policy research. "In countries like Chad and Afghanistan, girls have less than one-in-ten chance of attending secondary school and their mothers have, typically, less than a year of education. On average, a woman bears six children and faces the tragedy of losing one of her children before his or her first birthday. The average American woman, on the other hand, has more than 12 years of education and bears only two children. And although infant mortality in the United States is higher than in some other wealthy countries, fewer than one woman in 50 loses a child before its first birthday".

The study suggests building more schools and locating them

closer to the communities they serve, hiring more women teachers, and providing more scholarship assistance as strategies to encourage enrolment of girls in school.

The report points out that out of the 22 countries with a ranking of 90 points or above, 18 are wealthier, industrialised countries. But Argentina, Mongolia, Israel and Cuba also fall in the category, demonstrating that even poorer countries can achieve equal educational opportunity for girls if they have the political will.

"Educating girls is one of the best investments any country can make", said Dr Joseph Spiedel of Population Action International. "Closing the gender gap in education is a minimal goal, but one with a price tag that is escalating rapidly—as is the total educational bill—in countries with rapid population growth. There is no time to lose: We need to start now. Efforts to educate girls will both help and be helped by efforts to slow population growth".

—Hindustan Times
Feb. 1, 1994

नव साक्षरों के लिए
नई पुस्तक
किसी से ना कहना
मीनाक्षी स्वामी
मूल्य 8 रु०

भारतीय प्रौढ़ शिक्षा संघ
17-बी इन्द्रप्रस्थ एस्टेट
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MAHILA SAMAKHYA

A Dutch-assisted project, Mahila Samakhya, which literally means women's equality through education, is a women's empowerment project which does not aim at service delivery but seeks to bring about a change in women's perception about themselves and that of society in regard to women's traditional roles'. It endeavours to create an environment for women to seek knowledge and information in order to make informed choices and create circumstances in which women can learn at their own pace and rhythm. The centrality of education in the struggle to achieve equality is an important focus of Mahila Samakhya.

The nodal point around which the programme devolves is the village level "Mahila Sangha" or women's collective, which constitutes an easily accessible forum for women to discuss problems relating to their daily routine such as child care, health, fuel, fodder, drinking water, education; problems related to their status, role within the society and in the family; and problems related to their self-image as women. These village women's groups set out their own agenda for education and collective action. They try to seek solutions to their problems by initiating action and pressuring the block and district structures to respond.

At least two women from each village work as activators with the women's collective, and help to

catalyse discussion and action. The process is helped along by a Sahayogini who is a local woman trained by the programme to facilitate and coordinate the activities of about 10 Sanghas. Their primary functions are tuned to the needs of these collectives by way of providing information, support and guidance when required, and to act as a link between village level activities and the district implementation unit of the programme. The district unit shoulders the overall responsibilities for the programme at the district level and comprises women with experience in the field of women's development. It also provides resource support for specific inputs like education, child care, health etc. At the state level an autonomous registered society is an empowered body set up to take decisions on the management and financial aspects of the programme. A State Project Director oversees the programme at the state level. The state level office provides a facilitative atmosphere for the conduct of the programme, the necessary resource support for the functional areas of the project and arranges for the inter-district linkages of the programme so as to create a wider network for the women's movement. At the national level the programme is co-ordinated by the Project Director with guidance from a national resource group of eminent women.

Some of the key principles of the Mahila Samakhya programme are that:

- a) project functionaries and officials are facilitative and not directive;
- b) planning, decision-making and evaluative processes are accountable to the collective of village women;
- c) women participants determine the form, nature, content and timing of all activities in their village, and that staff selection processes are participatory; and
- d) the programme is not hurried and does not have 'targets', but is a self-paced process, built on existing knowledge and women's own priorities for learning.

As of now the programme is being implemented in 14 districts, spread over the four states of Uttar Pradesh, Karnataka, Gujarat and Andhra Pradesh. Mahila Samakhya has played a lead role in the total literacy campaign in the districts of Gujarat and Karnataka and is engaged in providing alternative avenues of education like NFE in Uttar Pradesh.

—Education for All :
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Documents

Pillai, K.S. ABC of Non-formal Education, New Delhi; Indian Adult Education Association, 1993 P. 82, Rs. 40/-

The document consists of 10 Chapters. Chapter 1, presents some characteristic features and drawbacks of the formal system of education and gives meaning and characteristics of non-formal education. This part also gives a list of programmes of non-formal system of education which can overcome serious defects of the formal education system. Scope, objectives and relevance of non-formal education are discussed in chapter 2. Planning of non-formal education programmes is discussed in Chapter 3. It also gives various initiatives undertaken for the development of non-formal education in India. Chapter 4 'presents types, qualities and training of non-formal education personnel. Psychology of non-formal learners is discussed in Chapter 5. It also discusses learning systems, basic assumptions in adult learning and various theories of learning. Under chapter 6 agencies involved in non-formal education are given. These are divided into National Agencies, Regional Agencies and some other agencies such as YMCA, YWCA, Youth Clubs, Arts Clubs etc. Curriculum — meaning, principles and dimensions are dealt in Chapter 7. It also discusses objectives of the non-formal education—curriculum, its guiding principles in the process of curriculum development and content areas. Chapter 8 is devoted to curriculum development in non-

formal education. It discusses meaning of curriculum development, elements of curriculum and curriculum objectives for out of school youth. Chapter 9 presents principles, methods and media in relation to teaching adults. Evaluation—its meaning and scope and types of evaluation are discussed in Chapter 10. Chapter 11 highlights financial support for non-formal education. Questions for self study and a bibliography are given at the end of the document.

Shah, S. Y. International Cooperation in Adult Education, British Indo-Scenario, New Delhi, Adult Continuing Education and Extension Unit, School of Social Science I; Jawaharlal Nehru University, 1993, 13 p.

By making use of unpublished reports of the British and Indian adult educators, this study highlights some of the experiences, concerns and contributions of the British Adult Educators who were associated with Indian Adult Education.

The study attempts to answer the following questions: What were the main concerns, channels and strategies of cooperation? What were the experiences of key people associated with Indo-British Projects in adult education? Did the cooperation pave the way for any innovation or reform in adult education or generated any conflicts or lead to any crisis? What was the impact of co-operation on the development of adult education in India and Britain? Can effectiveness of cooperation be enhanced? What insights and learning can be derived from the past exper-

iences of cooperating for literacy? In the process of answering these questions, the study points out that though Indo-British Cooperation in adult education has been mutually beneficial for the development of adult education in both the countries. This study observes that British specialists and bilateral programme have played a key role in sustaining British influence on Indian University adult education during the last two decades.

Bhola, H.S. Evaluating "Literacy for Development": Projects, Programmes and Campaigns. Hamburg, Unesco Institute for Education and German Foundation for International Development. 1990. 306p.

This book presents a comprehensive treatment of evaluation covering evaluation theory, planning and practice. Instead of sets of procedures that can be applied indiscriminately to all situations, the document presents some questions and guidelines which need to be considered in order to design realistic, appropriate, strategies for formative and summative evaluation. It also covers practical aspects of evaluation, with examples of case studies, questionnaires, instruments and process drawn both from the author's own experience in the field and from other actual projects.

The document consists of six parts. Part I discusses questions of definition, context, objectives and functions of evaluation and presents description and analysis of evaluation paradigms and models.

In part II the interrelated process of evaluation planning and evaluation management are discussed. An evaluation planning approach and an evaluation management approach have been explained and demonstrated.

Part III discusses the 'Information Management System' (MIS). Under this part, it discusses (1) Management - Information System (MIS)—Theory, Questions and Design (2) Writing a Proposal for Developing an MIS (3) Tools and Techniques of Implementing an MIS; Concept Analysis. Writing Indicators, Making Tests of Achievement, Testing Attitudes, Observing Actions and Results, Data Analysis, and Writing Periodical and Special Reports Based on MIS Data.

Part IV and V discuss evaluation in Naturalistic and Rationalistic Modes respectively.

Part VI discusses the politics of evaluation and the need to establish evaluation standards for Meta-evaluation.

Learners Evaluation of Midnapur Total Literacy Campaign : A Report (30th April 1992). Midnapur Literacy and Immunization Mission Cell, Office of the District Magistrate, 1992. 98p.

The report shows that Total Literacy Campaign of Midnapur was expected to cover 13,69,306 adults and 2,77,424 NFE age group learners. The campaign was launched on September 8, 1990. In the first week of January, 1992 the total number of learners continuing in literacy centres was 14,18,895. By the end of

February, 1992, about 11,06,051 learners were found eligible for evaluation.

External evaluation was carried out on 19,899 learners representing 7 sub-divisions and 54 blocks and 11 urban units in Midnapur. 207 villages and 5 Municipal wards were chosen as sample for conducting external evaluation, 9,13,134 learners took the internal evaluation test.

Test was constructed according to NLM norms. 50% each in reading writing and arithmetics and 60% in aggregate was decided to be the cut off mark. Same test paper was used for external and internal evaluations.

Out of 19,899 learners, 15441 or 77.60% seem to have attained literacy according to NLM norms. The minimum possible percentage of success was ascertained to be 71.64% and maximum possible rate of success was 78.32%.

On the basis of average success rate of 77.60% it appears that about 8.58 lakh learners out of target of about 16.47 lakh have reached NLM norms and post literacy programmes have to be offered to them.

The study also shows that literacy rate of population aged about 6 years has gone up to about 82% as a result of TLC.

Laszlo, Harangi and Janos, Toth Sz. Gypsy Folk High Schools in Hungary. Adult Education and Development, No. 40, 1993, pp. 261-271.

The article discusses important features of the folk high school

movement in Hungary specially the the Gypsy Folk High Schools.

The following types of folk high schools have been established in Hungary :

- general, cultural folk high schools;
- Self government folk high schools;
- Communal, minority and public life folk high schools;
- entrepreneurial folk high schools;
- social folk high schools for the unemployed.

There are short-term (lasting a week or fortnight) residential folk high school courses, weekend courses, and evening or full-time day intensive courses. Folk high schools in Hungary are initiated and maintained by civic organizations, associations established especially for this purpose and local self-governments. Folk High Schools are set up on a social basis, which has been the tradition of the movement. The folk high school movement in Hungary, which is independent of the political parties, is coordinated by the Hungarian Folk High School Society on a self-government, federal basis.

The primary goal of the Gypsy folk high schools is to train leaders, that is, professional and informal community development animators, organizers and leaders from among the members of the Gypsy communities. Another primary goal of the folk high schools, in addition to training leaders, is strengthening the self-confidence and identity of the Gypsy population.

IAEA Newsletter

INDIAN ADULT EDUCATION ASSOCIATION
NEW DELHI



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Rs.2423 Crore for Education in 1994-95

A sum of Rs.2423 crore has been budgeted for Education in 1994-95. This is Rs.231 crore more than the amount provided for in 1993-94.

There has been a Rs.80 crore increase in the budget for elementary education from Rs.443 crore last year to Rs.523 crore this year. The teacher training programme gets Rs.215 crore and non formal education Rs.131 crore. There is an increase of Rs.20 crore for Navodaya Vidyalayas (to provide quality education for talented children in rural areas). The 339 Navodaya Schools get almost Rs.202 crore as against Rs.185 crore for the 794 Kendriya Vidyalayas.

The University and higher education budget has gone up from Rs.546 crore to Rs.587 crore and resources for adult education will go up from Rs.170 crore to Rs.216 crore.

As a part of the programme for development of the north eastern region, for the first time Rs. eight crore has been allocated for setting up regional institute of Science and Technology at Itanagar.

The World Bank will provide Rs.620 crore for UP Basic Education Project designed to strengthen primary schools, non-formal education, teacher training and women's education. The UP Government contribution will be Rs.108 crore.

The Bihar, MP and Rajasthan Governments are also getting international assistance to strengthen primary education, non-formal education and adult literacy programmes so as to achieve the objective of 'Education for All' by the year 2000.

The budget of Department of Culture under HRD has been cut from Rs.184 crore in 1993-94 to Rs.179 crore in 1994-95.

The budget for department of women and child development has gone up from Rs.622 crore to Rs.705 crore.

The budget for ICDS (Integrated Child Development Service) has been increased from Rs.473 crore to Rs.536 crore.

Ajmer Conference, June 15-18, 1994

The 45th All India Adult Education Conference will be held in Ajmer on June 15-18, 1994. The Conference being organised by the Indian Adult Education Association in collaboration with Rajasthan Vidyapeeth Kul will be attended by about 300 delegates from various parts of the country. They will represent the Governmental organisations, NGOs, Universities, Colleges, TLC projects, SRCs, Shramik Vidyapeeths and other educational institutions.

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

The 1992 & 1993 Nehru and Tagore Literacy Awards for outstanding contribution in the promotion of literacy will be presented during the inaugural function of the conference. Dr. Malcolm S Adiseshiah, Prof. BB Mohanty and Shri VS Mathur will receive the 1992 and 1993 Nehru Literacy Awards. The Tagore Literacy Awards will be presented to Dr.Chitra Naik (1992) and Smt. Aruna Asaf Ali (1993).

The last date for registration of delegates is May 15, 1994.

The venue is Regional College of Education, Ajmer. The lodging arrangements are also in the same College.

A New Impetus to Elementary Education and Adult Literacy in Bangladesh

A poor widower withdraws his fifth-grade daughter from school, despite the strong protests from her classmates and the teacher. He needs somebody to cook his lunch and bring it to him in the field where he works. At home, the man's blind and aging mother reprimands him and offers to do the job. "You? How can you? You are blind" he replies angrily. "What I can see being blind, you cannot see with your eyes open" replies the old lady.

The message is being broadcast regularly on national television in Bangladesh.

There is now a very tangible new momentum and dynamism in the government's and the non-governmental community's desire to do something substantial in the field of mass and adult education.

As a nation, we have always been good on goals and objectives. It was recommended as early as in 1944 that primary education for the 6-14 age-group be made free, universal and compulsory, along with a pre-school programme for 3-6 year-olds. Primary education is now compulsory, but only since last year.

More Pragmatic

Otherwise, in 1993, the rest of the programme is still waiting to be carried out - the difference now is that the the problems have become much larger and more complex. Tempered by the experience of our limited ability to deliver and implement a programme, a more pragmatic attitude marks the current approach to EFA's goals.

Bangladesh now hopes by the Year 2000, to have 18.2 million primary children enrolled in school, and an adult literate population of 37.1 million. If the plan is properly implemented, overall literacy is expected to rise from 24.8 percent of the population in 1991 to 38.5 percent in 1995 and 55.4 percent in the year 2000.

Crossing the 50 percent benchmark in literacy will be a significant breakthrough in what appeared to be, over many years, an insoluble.

In 1991, only 12.9 million of the 17 million school-age children went to school. Of them, 60 percent dropped out and only 40 percent reached grade V.

If wastage from drop-outs and grade repetition could be saved, the goal of universal primary education would perhaps not appear as difficult as it does now. The projected drop-out rate for 1995 is 48 percent, and for the year 2000, 30 percent.

Access to schools also remains a serious problem. During the 1985-91 period, enrolment in primary schools increased by 66 percent. The number of primary schools of all types increased from 44,220 to 49,539, during the same period. And in 1992 there were a total 50,314 primary schools of all types in Bangladesh. If the EFA goals are to be achieved, we need to build at least 54,640 additional classrooms by 1995, and a further 43,600 classrooms by the year 2000.

However, construction of new classrooms requires enormous resources which Bangladesh does not have at the moment - and time: it is estimated that it takes three to five years to complete any construction work in schools. Underdeveloped road links, too many rivers or streams add to the difficulties of getting children to classes.

Another important constraint that we need to face in Bangladesh is the shortage of primary school teachers. As of September 1992, there was about one teacher for every 66 students. New government norms requiring this ratio to be cut to 1:50 at the primary level, mean another 50,532 teachers must be found immediately. By 1995 an extra 82,448 teachers will be needed and by 2000, 145,648 more.

Bangladesh also needs to get more girls and women into school. Despite some improvements, only 69 percent of girls attend school as against 81 percent of boys.

Improved Quality

A more consistent effort has been made to improve the quality and content of education. The National Curriculum and Textbook Board (NCTB) has been working to make curricula more relevant, work-oriented and development-focussed. However it is still too theoretical and a bit too heavy.

The NGOs have developed some very simple, and scientific curricula, but these are mainly confined to adult literacy activities - another field that requires a tremendous effort.

The national action plan aims to make 27.1 million adults, or 40 percent of the total adult illiterate population, literate by 1995. The target for the year 2000 is 46.9 million or 62 percent.

The former President of India, Giani Zail Singh said that social workers should undertake their work with devotion and determination and should not expect rewards for doing the work. He said the voluntary organisations should be considered as a partner in the development and welfare work undertaken by the Government and should be adequately funded so as to reach the last man in the ladder. He said voluntary organisations know the pulse of the people and are best suited for social work.

Giani Zail Singh was speaking as the Chief Guest at the two-day All India Conference of Voluntary Social Agencies and Workers organised by the Association of Voluntary Social Agencies and Workers - India in New Delhi on February 25, 1994.

Earlier, inaugurating the Conference, Shri Charti Lal Goel, Speaker, Delhi Legislative Assembly said that social workers should create awareness which could enthuse the youth to work for the national development. He said that social workers should agitate against the vulgar display of wealth by the rich people so that the poor should not emulate them and indulge in corruption.

He said that the Government on its own could not solve many of the People's problems and voluntary organisations were the best suited to uplift the down trodden. The voluntary organisations, he said, should work for the social, economic, educational and cultural problems of the community.

Panel Discussion on the following themes were organised : Child and Women Welfare; Social Defence Programmes (against Crime, Alcoholism and Drugs, Gambling, Prostitution, Beggary, Corruption etc.); Handicapped & Senior Citizens; Programmes for Scheduled Castes/Scheduled Tribes; Slum Improvement & Urban Community Development; Rural Community Development; Adult and Non-formal Education; and Health & Family Welfare.

The valedictory address was delivered by Shri SP Ratawal, Minister for Social Welfare, Government of Delhi. Prof. KD Gangrade, former Pro Vice-Chancellor, University of Delhi presided.

The two-day Conference was attended by about 100 workers of social welfare/education agencies from different parts of the country.

Community Action for Sustainable Development

The International Association for Community Development has announced its next international conference to be held at Cotonou, Benin, from 5-9 December 1994. The theme will be "Community action for sustainable development and reinforcement of democracy". Further information can be had from Association internationale de developpement et d'action communautaires, rue du Debarcadere 179,6001 Mdarcinelle, Belgique.

Published by Ruskin College, *It's Never Too Late* is a compendium of learning activities designed for small groups of people who want to put together a varied programme for themselves. The pack grew out of a community centre-based project in Oxford involving older learners aged from their 60s through to their 90s. They had all left school at the earliest possible age and none had participated since then in any formal educational activities. A variety of people from various groups and organisations, including older learners themselves, have developed the materials for a wider use. The emphasis has been to develop enjoyable and stimulating learning experiences for groups and the self-contained topics do not require group leaders with special training. Available at 5 pounds (excluding p&p) from Agewell, Ruskin Learning Project, Ruskin College, Walton Street, Oxford OX1 2HE, England.

Denmark on the front line in adult education

Denmark is on the front line in the European Community as far as adult education is concerned. Each year more than half of all adults participate in adult education. Over a 5-year period the number represents more than three quarters of the total population.

The reason for this is the desire to improve the employment situation for those millions who run a risk of being excluded from the labour market because of insufficient qualifications.

Population boom to stymie growth

On account of the unusually youthful age structure, for numerous nations the coming decades will bring even greater increases in absolute numbers than anything they have experienced hitherto, the draft document of the UN International Conference on Population and Development scheduled to be held in Cairo in September this year has warned.

Consequently, population movements within countries and across borders, and the uneven distribution of population, including the very rapid growth of cities, will continue and increase in the future affecting socio-economic development, the environment and natural resources, the report said.

It further said that despite decades of development efforts both the gaps between the rich and the poor nations, and the inequalities within nations, have actually widened.

Serious economic, social and gender inequities persist and hamper efforts to improve the quality of life for hundreds of millions of people, especially women.

The number of people living in poverty, who are malnourished, illiterate, in poor health, and in substandard housing stands at approximately one billion and continues to mount.

And widespread poverty remains the major challenge to development efforts.

Poverty is often accompanied by illiteracy, low status of women, and limited access to health and family planning services. All of these factors contribute to high level of fertility, morbidity and mortality, as well as to low economic productivity.

Poverty is also closely related to unsustainable use of such natural resources as land and water, and to serious environmental degradation. Achieving sustainable development is therefore linked with alleviating poverty, and eliminating poverty requires sustained economic growth, the report pointed out.

The report further said that in most countries, efforts to achieve economic progress and reduce poverty can be reinforced by slowing population growth.

National Essay Competition on Adult Education

The Directorate of Adult Education, Government of India, has announced National Essay Competition on various themes concerning Literacy/Adult Education from students, teachers, professionals in English or Hindi.

The prizes on following themes will be given:

1. For students of Secondary/Senior Secondary levels (3000 words)

"Promotion of Literacy through the School System" or "The Literacy Campaign, A People's Campaign".

Prizes : First Rs.5,000, Second Rs.3,000, Third Rs.2,000 and a few consolation prizes of Rs.1,000 each.

2. For students of Graduate/Post Graduate levels (3000 words)

"Literacy For Liberation" or "Literacy and Unity".

Prizes : First Rs.10,000, Second Rs.6,000, Third Rs.4,000 and a few consolation prizes of Rs.2,000 each.

3. For teachers of Primary/Middle /Secondary levels (5000 words)

"Education for All" or "Literacy for Empowerment".

Prizes : First Rs.12,000, Second Rs.9,000, Third Rs.7,000 and a few consolation prizes of Rs.2,000 each.

4. For Professionals (Educationists, Professors, Journalists, Writers, Editors, Columnists etc.) (5000 words)

"Role of Media in the Promotion of Literacy" or "Literacy for the Oppressed".

Prizes : First Rs.15,000, Second Rs.12,000, Third Rs.9,000 and a few consolation prizes of Rs.3,000 each.

The last date is May 15, 1994.

Further information : Director, Directorate of Adult Education, Block No.10, Jannagar House, Shahjahan Road, New Delhi - 110 011.

I do not want my house to be walled in on all sides and my windows to be stuffed. I want the cultures of all lands to be blown about my house as freely as possible. But I refuse to be blown off my feet by any.

.....Gandhi

Innovation key to success of Syrian literacy effort

Imaginative planning and strict enforcement of the law along with the active involvement of women has led to Syria making remarkable progress in the field of education, particularly for women. It was in the early seventies when illiteracy among women was as high as 73 per cent that it was decided to tackle the problem on a priority basis. Today the general level of literacy is as much as 80 per cent.

Ms Ghada al Jabi the director of literacy and member of the powerful Syrian Women's Union (SWU) says that Syria was one of the first countries to the region to understand the importance of tackling illiteracy and the benefits this would have for the economy and society." The law which stipulates that children in the age group six-nine must attend school has been adhered to strictly and special classes have been formulated for the age group 10-11 to ensure that they continue in the school system," she says. According to Ms al Jabi, they realised long ago that the only way to ensure that women were able to exercise their rights was to make them literate.

RESPONSIBILITIES DEVOLVED : In a country which is predominantly agricultural, this proved difficult. But the SWU developed responsibilities to each province and interacted closely with peasants unions to enable women engaged in agricultural work to avail some of the opportunities offered. Ms Raja al Zein, head of the bureau of information at SWU attributes the success of the literacy drive to the dissemination of relevant information. "We have half hourly slot on radio once a week. Rather

than preach the virtues of literacy, we concentrate of highlighting the related aspects of literacy like health, family planning and even culture all packaged in language that rural women can relate to," she says.

The head of SWU, Ms Bashira Tawakalna identifies the elderly as a problem area. But she is very upbeat about the situation of women in the country today. "All universities and other institutions of higher learning have directives from the government to admit women on a preferential basis. Alongside we have worked on men all over the country through our 180,000 members to afford women the time to pursue studies."

The problem of high birth rates has all along been a particular problem. But, says Ms Tawakalna, they hit upon the idea of using the Koran to spread awareness about the benefits of limiting one's family. "The Koran calls for the limitation of children, in fact it also suggests a space of two years between each child. We can use this to our advantage and it has already produced results," she says.

UNSTINTING SUPPORT : The government's unstinting support in the field of education has been invaluable. It not only funds the SWU but the president himself regularly emphasises the need for improving the lot of women through education.

India, US to work for adult literacy

Indo-United States Sub-committee on Education on Culture in its 20th anniversary joint session, identified adult literacy as an area of common interest - and decided to synthesise experiences on strategies for community involvement and participation for a decisive thrust to the literacy programme underway in India.

Wrapping up the discussions in Vigyan Bhavan in New Delhi, co-chairman of the sub-commission Ram Niwas Mirdha said : "We want to familiarise ourselves with the American experience in making education available to people of diverse ethnic origin, with their different language and cultural affiliations.

He was of the view that the effort underway in the United States to familiarise the immigrants with "the metaphors of the country", could set new directions for the literacy drive in India.

Talking to the members of the sub-commission, a day earlier, Prime Minister PV Narasimha Rao stressed that a strong literacy programme must precede the Indo-US Education and Culture Sub-Commission's thrust for information technology transfer.

He said information technology would be successful only when the bulk of Indian society was literate. Hence, literacy and information technology should go hand in hand.

Literacy programmes should be considered an initial stage in the development of long-term efforts to support learning and social development

International Conference on Population and Development

The International Conference on Population and Development will be held in Cairo (Egypt) on September 5-13, 1994. The theme of the conference will be the inter-connections between population, sustained economic growth and sustainable development. Within this overall theme, six issues have been highlighted as requiring particular attention in the next decade.

The world has been witnessing a rapid growth in population over the past 50 years. The world's population has increased from 2.7 billion to 5 billion, as a result of positive changes leading to a reduction in human mortality rate. Current projections place global population in the area of 10 billion by the year 2050 as opposed to the 5 billion of today. Population growth is expected to lessen and stabilize at about 11 or 12 billion by the year 2100.

- a) Population growth and the change in demographics, particularly questions of ageing populations;
- b) Population policies and programmes with an emphasis on national and international mobilization of resources for developing countries;
- c) Inter-relationships between population, development and the environment;
- d) Distribution of population and the socio-economic factors involved in the internal migration, the impact on urban/rural development and the consequences of international migration;

e) Population and enhancing the roles and socio-economic status of women with particular reference to women's access to resources and the provision of services;

f) Family planning programmes, health and family well-being.

a new impetus.....

contd from...p/2

At least one literacy centre will be established in each village within the next two years with the cooperation of local bodies or NGOs. The government will provide salary support for the teacher. Model courses of 4-6 months duration, covering literacy, numeracy and life skills will also be prepared.

There is a new climate of confidence in the air. With the gradual stabilization of democracy and accountable government, the focus on development issues are very much on the rise. As more than public becomes aware of the development challenges, the centrality of education becomes obvious. Perhaps the blind are beginning to see.

Mahfuz Anam

- Unesco Sources No.53
December 1993

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1992 J Roby Kidd Award

The Award was given to Sebastian Diaz Ruiz of Venezuela, for innovations in the fields of adult education, particularly the development of educational programmes aimed at giving university credits to learning experiences. The award was also given in recognition of his work in training adult educators in his country as well as in the Spanish speaking Caribbean and Latin America.

Mr. Diaz Ruiz has done outstanding work in advising universities in implementing professional programmes for adult educators and devising accreditation methods for experience, thereby combining popular knowledge and participatory research as main ingredients of popular education. Currently Mr. Diaz Ruiz is working in training Venezuelan peasants.

Scholarships Available

The International Bureau of Education in Geneva has a limited number of grants available to documentalists and librarians from organizations specializing in educational documentation. The grant provides for a training period of up to six months at the IBE in Geneva during which time the documentalists have the opportunity to familiarize themselves with the modern techniques of organizing, storing and accessing the documentation. The candidates should have training in library science and documentation procedures as well as professional experience. For more information contact the International Bureau of Education, Case Postale 199, 1211 Geneve 20, Switzerland.

Documents

Dharm Vir, "Development of Human Interests", New Delhi, Indian Adult Education Association, 1993 Rs.40

It is primarily a contribution to our knowledge in the field of adult psychology and developmental disciplines. The study surveys major empirical studies in men and women's interests, and educational needs of adolescents, young adults and older people engaged in self-development in rural India. Also it discusses how adult interests and other variables of human personality can be developed in terms of cultural values. At some length, the study deals with members' interests in rural cooperative societies, cooperative values, motivation for cooperation and the socio-economic development efforts, under the cooperative movement. Nevertheless, the main study on adult interests (Chapter II) focusses on the reading and other leisure-time pursuits of Hindi-Speaking villagers, living in the northern plains of India. Based on this field study, some general conclusions have been drawn and some suggestions for Adult/Cooperative Education are made by the author.

The study argues that interests are emotional attitudes energising motives and thoughts. Interests are personality traits which are considered stable. It is said that one's occupations may change but not his/her interests. Based on the knowledge of human psychology the educators may be able to guide mature adults to some extent in their educational endeavour. However, for enduring success learners' interests and educational needs be objectively studied and should cater to them in youth and adult education programmes by providing information on the results and techniques of his studies.

In conclusion, the author points out some of the scientific advancements made in psychology and allied sciences and again emphasizes on the need for adopting scientific outlook by the researchers and field workers in developing various facets of learners' personality through well planned educational programmes. Towards the end, he presents the Eastern and the Western views on human development, the development of human personality (interests and values).

The book also deals in brief with the modern advances in Psychology (consciousness, spiritual psychology and New Psychology) and anticipates more studies in the field of sciences related to Human Development (HD). For that interdisciplinary approaches involving social sciences such as psychology, sociology, anthropology, human ecology, management, communication and education are to be used, in the East as well as in the West.

At the end, a select bibliography on subject is given which includes books, doctoral theses and papers/articles on Adult / educational psychology, as published in the Indian Journal of Adult Education till 1990.

Gustafsson, Uwe. Can Literacy Lead to Development : A Case Study in Literacy. Adult Education and Economic Development in India. Dallas Summer Institute of Linguistics and the University of Texas at Arlington, 1991, 149 p.

This monograph provides a detailed description of the history and development of Adivasi Oriya-Telugu Adult-literacy and Education Programme among the Adivasi Oriya speaking ethnic community in Visakhapatnam District in the state of Andhra Pradesh. The material has been presented in four major parts:

Part I presents the background of the project. A general outline of the different tribal communities is given - their languages and the geographical areas in which they are located, transportation and communication facilities into and within the areas during the project period, and the socio economic situation of the tribal people. Their educational background is described, both in its traditional and modern forms. Finally the development activities of both the central and state governments are given along with an indication of the response of the tribal people to these activities.

Part II describes in detail the Adivasi Adult Literacy and Education Programme.

Part III gives the outcome and impact of the project during the four year period 1984-1987.

Part IV presents plans for the future, especially as they pertain to moving into a partially self-managing and self supporting mode.

Unesco. Education for All : Status and Trends. Paris, Unesco, 1993, 48 p.

The report presents a graphical overview of the situation and current trends in basic education using the latest available data for selected indicators.

Primary schooling, the "cutting edge of basic education", is the focus of this volume.

Two sections of this document contain data for certain specific countries. The central section, entitled "Status of Basic Education in Developing Countries", presents data on five significant variables for 87 countries and ranks them according to their net enrolment ratio (NER) for primary schooling. The section also shows another ranking according to an "Experimental Basic Education Index". The final section presents "EFA process data" for 121 countries.

Reddy, V Eswara, P Sandeep; P. Satyanarayan, Eds. Report of the Seminar on Village Education Committees, November 27-29, 1993, Visakhapatnam, Andhra Pradesh. Hyderabad, Education for All State Advocacy Forum, University College of Education Premises, Osmania University, 1993. 69 p.

It is a report of a seminar which was organised in response to the Government of India policy to decentralise the management of basic and mass education, particularly primary education and literacy. The recent 73rd constitutional amendment seeking to create Panchayati Raj System and to entrust many developmental function including education to Panchayati Raj bodies was another factor to organise the seminar.

The following were the specific objectives:

1. To workout appropriate composition and situation of the Village Education Committees.

2. To spell out the functions and powers of Village Education Committees.

3. To workout the linkages between the Village Education Committees and other Departments like Education, Panchayati Raj, Women and Child Departments etc.

4. To identify the training needs of those involved in the Village Education Committees.

Among the major recommendations were:

1. There should be statutory committees with management, legal and financial functions duly authorised by an act or Government order.

2. The village education committee's functional jurisdiction should be limited to the institutions and activities related to basic education, namely primary education, early childhood care and education including anganwadies/balwadies, non-formal education centres, adult education, rural libraries etc.

3. The village education committee

should have two types of funds, namely the earmarked funds as a regular budget provision made by the panchayat and other funding agencies and locally generated from the people in the community.

4. The training/orientation programme of VBS members, teachers, mandal level and district level functionaries connected with education should be developed on the following broad aspects : to understand and articulate the spirit and objectives of decentralized and participatory role of village community in managing its institutions and activities; to understand the objectives, functions and powers of village education committee; to acquire administrative and managerial abilities required for effective functioning as members of village education committees; to acquire strategies and techniques of social mobilization including resource mobilization; to acquire the ability to communicate effectively and forge linkages with the other relevant institutions and agencies; and to understand broadly the curriculum and learning resources required in various educational activities at village level.