

IAEA Newsletter

INDIAN ADULT EDUCATION ASSOCIATION
NEW DELHI



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No. 1

IAEA INVITES RECOMMENDATIONS FOR 1994 LITERACY AWARDS

The Indian Adult Institutional and Life Education Association has invited recommendations for 1994 Nehru and Tagore Literacy Awards for outstanding contribution towards the promotion of literacy, adult education and continuing education by an individual or an institution.

The Nehru Literacy Award was established in 1968 to recognise the services of individuals or institutions who have done meritorious work in promotion of literacy and adult education in the country.

The Tagore Literacy Award was created in 1987 to recognise those individuals or institutions who have made a significant contribution towards the promotion of adult education among women.

The awardees for these awards will be selected from a panel of names recommended by the

Members of the Association, Ministry of Human Resource Development, the State Education Departments, Universities and Collectors and Chairmen of TLC Districts and all India level organisations working in the field of adult education.

The following type of works will be considered for the Awards:

1. Literacy work among illiterates;
2. Post-literacy and follow-up work for neo-literates;
3. Continuing Education work; and
4. Organisational / Supervisory work

The awards carry a plaque, a shawl, a citation and a cheque of Rs.5,000/-.

The last date for receipt of recommendations on prescribed proforma is July 15, 1994. *contd...on page 4*

A LOOK AT THE AJMER CONFERENCE

The 45th All India Adult Education Conference will be held at Regional College of Education, Pushkar Road, Ajmer (Rajasthan) on June 15-18, 1994. The College is about 4 km. from the Railway Station.

The Zakir Husain Memorial Lecture will be delivered by Dr. Chitra Naik, Member, Planning Commission, Government of India on the first day.

The 1992 and 1993 Nehru and Tagore Literacy Awards will be presented during the inaugural function of the Conference.

The delegates will be received at the Ajmer Railway Station from the morning of the 14th June to the 15th June afternoon.

The contact person in Ajmer is Shri BL Parakh, Principal, VSP Shramjeevi College, Ajmer - 305 001. Tele : 30457, 21042 (Off) & 50383 (Res).

NATIONAL CONFERENCE OF NGOs ON POPULATION AND DEVELOPMENT

A National Conference of NGOs on Population and Development organised by the Family Planning Association of India in New Delhi on March 15-16, 1994 brought together representatives of 75 NGOs from different parts of the country.

The subjects discussed during the two-day meet were:

1. Population, Poverty Alleviation and the Environment
2. Harmonising Individual reproductive rights and national population goals
3. Gender relations and equity in reproductive health
4. Education in health and human sexuality for adolescents
5. Community participation for sustainable development
6. Quality services in health and family planning
7. The role of Panchayats in population and development.

After two days of deliberations a statement for the UN International Conference on Population and Development to be held in Cairo on September 5-13, 1994 and the Government of India was adopted. Some salient features of the Statement are given below:

Gender Equity

1. Affirm that men and women are equal partners in all aspects of life, and have an equal right to access to opportunities and resources for development.

However, in reality, since women suffer special disabilities, the need for concrete measures to involve women as participants and beneficiaries in all spheres of development - social, economic and political - is an imperative of national progress.

2. Note that on the national front, the 73rd Amendment of the Indian Constitution will give Panchayat membership to some 800,000 women, and urge that these members be enabled to contribute fully and effectively by voicing the concerns and demands of their fellow citizens in all spheres of development, and particularly in the areas of health, family planning, education and employment.

Population - A Solvable Problem

Firmly believe that the problem of rapid population growth can be solved within a reasonable

time frame, and has been solved by several countries. We are convinced that with the setting of relevant goals and along with other measures, solutions can evolve in a way that is ethical, humane, beneficial, preserving individual human rights and responsibilities and achieving environmental balance with sustainable development.

EDUCATION FOR ALL AND FOR EVER

The Centre for Adult, Continuing Education & Extension, University of Kerala (CACEE) completed 14 years of work in February this year. To mark this occasion a day's seminar on 'Education for All and for Ever' was organised. It was inaugurated by Dr. A Sukumaran Nair, Vice-Chancellor, MG University, Kottayam. The Secretary, State Planning Board, Shri KV Nambiar, IAS presided. Fourteen papers were presented on various aspects of the major theme. Prizes were awarded to winners in World Literacy Day and World Population Day competitions.

A weeklong exhibition of adult education materials, teaching aids etc. was arranged in the university library from February 14-20, 1994. It was inaugurated by Dr. I.V. Vilanilam, Vice-Chancellor, Kerala University. Dr. KS Pillai presided.

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INTERNATIONAL CONFERENCES/ SEMINARS

The World Summit for Social Development

The United Nations is convening a World Summit for Social Development in Copenhagen, Denmark on March 11-12, 1995. Pre-Summit consultations will be from March 6-10, 1995.

The World Summit for Social Development will bring together Heads of State and Government from around the world to agree on joint action on three core issues:

- Alleviating and reducing poverty;
- Expanding productive employment; and
- Enhancing social integration

Participants and observers will include Governments, organisations of the United Nations system, intergovernmental organisations, non-governmental organisations (NGOs) and experts and professional associations.

The Summit will be the fifth in a series of six landmark world conferences organised by the United Nations in the 1990s, all of them closely related: The World Summit for Children (New York, September 1990); the United Nations Conference on Environment and Development

(Rio de Janeiro, June 1992); the World Conference on Human Rights (Vienna, June 1993); and the forthcoming International Conference on Population and Development (Cairo, 5-13 September 1994) and the Fourth World Conference on Women (Beijing, 4-15 September 1995). The Ninth United Nations Congress on Crime Prevention and the Treatment of Offenders will take place in early 1995.

The General Assembly has invited NGOs in consultative status with the Economic and Social Council, especially from developing countries to participate in the Summit and its preparatory meetings.

Further information can be had from : UN Secretariat of the World Summit for Social Development, NGO Unit/DPCSD, Room DC2-2340, New York, New York 10017, USA.

Facing Hatred : Report

The International Federation of Workers' Education Associations (IFWEA) in collaboration with Friedrich Ebert Foundation, Histadrut - the General Federation of Labour in Israel organised a Seminar on "Facing Hatred" in Beit-Berl, Israel on October 17-24, 1993.

The international seminar stressed the problems of racist, religious, national, and other forms of hatred. The Seminar also reviewed psycho-sociological and legal theories related to prejudice, discrimination and hatred.

The following major guidelines were adopted:

1. Hatred is not a built-in element of human nature. It is an acquired attitude which may lead to violent behavior towards human beings, acts of provocation and retaliation.

2. While education alone cannot solve political, racist, religious, national and other types of animosities, it can and should play a fundamental role for the purpose of achieving social justice. Moreover, the seminar calls upon the education policy makers to have due regard to innovations inside and outside the educational institutions and include these effective educational tools in facing hatred within the framework of general curricula.

3. Hatred towards the "other" is developed at a very early age. Education about values of democracy and social justice should not only begin at the earliest stages in human life, when values are moulded, but should also put an emphasis on the education of adults,

particularly in the education of educators.

4. The seminar considers that whereas each "hatred situation" requires its particular approach, much could and should be learnt from others' experiences. In this context, the seminar urges the IFWEA to develop a closer network of communication between the member organizations and develop a data-base which would gather relevant educational experiences, schemes and programmes devoted to the struggle against hatred, xenophobia, racism, religious, cultural and national prejudices.

65 participants from 12 countries attended.

ICAE World Assembly

The World Assembly of International Council for Adult Education (ICAE) will take place in Cairo, Egypt on September 15-21, 1994. The theme is Women, Literacy and Development : Challenges for the 21st Century. Broad topics of discussion will include:

* Addressing the incidence of high school dropout among girls and the illiteracy rate among women.

* Addressing the problems of women face accessing literacy programmes.

* Examining the effects of women's marginalization and factors inhibiting them from participation in society.

* Planning for the Fourth World Conference on Women, Beijing, 1995.

* Supporting the Egyptian National Campaign for the Eradication of Illiteracy.

Further information : Ana Maria Quiroz, General Secretary, International Council for Adult Education, 720 Bathurst Street, Suite 500, Toronto, Ontario, Canada M5S - 1211.

312 MILLION INDIANS BELOW POVERTY LINE

As much as 39.3 percent of India's population is below the poverty line, according to latest estimates. The estimates fly in the face of an earlier government figure of 29.9 percent. The experts' group has adopted a new methodology to re-draw the poverty line in terms of income, and has recommended the methodology to the government for future use in estimating poverty figures.

On the basis of both the earlier claim and the latest estimates, Orissa continues to be the poorest State, followed closely by Bihar; the third place from below, among the major

States, has now gone to Tamil Nadu, as against Madhya Pradesh in the earlier estimates. Surprisingly, Uttar Pradesh is a little better off.

The experts' group has estimated the population below the poverty line, by using a base line of monthly per capita expenditure of Rs.49 at 1973-74 prices for rural areas and Rs.56 for urban areas. This is based on the recommended per capita daily intake of 3500 calories in rural areas and 2100 calories in urban areas with respect to the consumption pattern of the population near the poverty line in 1973-74. The group has recommended this norm uniformly for all States.

Business Standard, October 1993

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IAEA Invites.....

Further information can be had from General Secretary, Indian Adult Education Association, 17-B, Indraprastha Estate, New Delhi - 110 002.

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Education for All.....

Currently the CACEE is running 52 JSNs, 60 Continuing Education programmes and 41 Population Clubs through 35 colleges and directly.

TLC IN 258 DISTRICTS

The Total Literacy Campaigns are in operation at present in 258 districts. The statewise position is as follows:

ANDHRA PRADESH

Fully Covered Districts

1. Chittoor
2. Cuddapah
3. Hyderabad
4. Nellore
5. Vishakhapatnam
6. Kurnool
7. Khammam
8. Nizamabad
9. West Godavari
10. Karimnagar
11. Nalgonda
12. Ranga Reddy
13. Warangal
14. Srikakulam
15. Vizianagaram
16. Medak
17. East Godavari
18. Adilabad
19. Prakasham
20. Krishna

Partly Covered Districts

1. Mehbubnagar
2. Guntur
3. Anantapur

ASSAM

Fully Covered District

1. Jorhat

Partly Covered Districts

1. Moregaon
2. Kamrup
3. Darang
4. Dhamaji
5. Dibrugarh

BIHAR

Fully Covered Districts

1. Muzaffarpur
2. Ranchi
3. Saharsa
4. Siwan
5. Bhojpur
6. Jamui
7. Khagaria
8. Mungher
9. Aurangabad
10. Dhanbad
11. Begusarai
12. Sopaul

Partly Covered Districts

1. Jamshedpur
2. Madhepura
3. Madhubani
4. Dumka

CHANDIGARH

Fully Covered

DAMAN & DIU

Fully Covered

DELHI

Partly Covered

1. Ambedkarnagar project of DSS
2. Six slum areas project of NCT of Delhi

GUJARAT

Fully Covered Districts

1. Kheda
2. Bhavnagar
3. Gandhinagar
4. Dangs
5. Bhuj-Kutch
6. Junagarh
7. Surenranagar
8. Sabarkantha
9. Surat
10. Banaskantha
11. Bharuch
12. Vadodara
13. Amareli
14. Mehsana
15. Jamnagar
16. Rajkot
17. Valsad
18. Panchmahal

Partly Covered

Ahmedabad (Rural)

GOA

Fully Covered

1. North Goa
2. South Goa

HARYANA

Fully Covered Districts

1. Panipat
2. Yamunanagar
3. Bhiwani
4. Jind
5. Rohtak
6. Ambala
7. Sirsa
8. Hisar

HIMACHAL PRADESH

Fully Covered Districts

1. Sirmour
2. Chamba
3. Hamirpur
4. Kinnaur
5. Kulu
6. Mandi

7. Shimla
8. Solan
9. Una
10. Kangra
11. Bilaspur
12. Lahaul Spiti

JAMMU & KASHMIR

Fully Covered

Jammu

KERALA

Fully Covered Districts

1. Kasaragod
2. Kannur
3. Wayanad
4. Kozhikode
5. Malappuram
6. Palakkad
7. Thrissur
8. Ernakulam
9. Idukki
10. Kottayam
11. Alappuzha
12. Pathanamthitta
13. Kollam
14. Thiruvananthapuram

KARNATAKA

Fully Covered Districts

1. Bijapur
2. Dakshina Kannada
3. Mandya
4. Raichur
5. Tumkur
6. Bidar
7. Shimoga
8. Uttar Kannada
9. Bangalore (Rural)
10. Chickamagalur
11. Gulbarga
12. Kodagu
13. Belgaum
14. Kolar
15. Chitradurga
16. Bellary

Partly Covered Districts

1. Dharwad
2. Mysore

MADHYA PRADESH

Fully Covered Districts

1. Durg
2. Narsinghpur
3. Indore
4. Ratlam
5. Chhattarpur
6. Datia
7. Satna
8. Rewa
9. Raisen
10. Dewas
11. Chindwara
12. Bilaspur
13. Raipur
14. Panna
15. Shajapur
16. Sidhi
17. Khandwa
18. Vidisha
19. Raigarh
20. Tikamgarh
21. Sagar
22. Rajgarh

Partly Covered Districts

1. Betul
2. Ujjain
3. Rajnandgaon
4. Bhind
5. Gwalior
6. Jhabua

MAHARASHTRA

Fully Covered Districts

1. Sindhudurg
2. Wardha
3. Latur
4. Aurangabad
5. Ratnagiri
6. Jalna
7. Nanded
8. Parbhani

9. Sangli
10. Osmanabad
11. Beed
12. Amravati
13. Greater Bombay
14. Kohlapur
15. Yavatmal

Partly Covered

1. Pune (Rural)

ORISSA

Fully Covered Districts

1. Sundargarh
2. Ganjam
3. Keonjhar
4. Dhenkanal
5. Kalahandi
6. Bolangir
7. Malkangiri
8. Koraput
9. Ganjapati
10. Nayagarh
11. Sambalpur

PUNJAB

Partly Covered Districts

1. Faridkot
2. Ferozepur
3. Ludhiana
4. Jalandhar
5. Ropar
6. Hoshiarpur

PONDICHERY

Fully Covered Districts

1. Pondicherry
2. Karaikal
3. Mane
4. Yanam

(to be continued in the
Next Issue)

Documents

Mishra, L. *The Anguish of the Deprived.*, New Delhi, Har-Anand Publications, 1994 314 p. Rs.295.00

The book is about the poor, the deprived and the disadvantaged. It is a analysis of the causes and factors which contribute to their deprivation and marginalisation. The document also finds the solution for their liberation through literacy and education and it shows that how illiteracy is afflicting large sections of Indian society, how it stands as an impediment to development and how without literacy it is not possible to raise the level of consciousness of large sections of the people and to bring about a qualitative change and improvement in their working and living conditions. Some of the chapters in this document are:

- 1) First a human being and then a worker,
- 2) Need perceived is need internalised - some key issues in the conscientisation of the Rural Poor,
- 3) Literacy a victim of many prejudices,
- 4) Can we create a learning society?,
- 5) Language, Literacy and Development - Socio-Linguistic Dimensions in the Indian Context,
- 6) Migration-Factors, Policies and Programmes,
- 7) Is there a Ray of Hope for Bonded Labourers,
- 8) Can Law Provide a Panacea for the

- Rural Poor?,
- 9) Education for Women's Empowerment,
- 10) Education, Environment and Development,
- 11) Education for Secularism and National Integration,
- 12) Why Kedari Cried? Does Any One Care?,
- 13) Review of Implementation of Laws and Procedures of Adoption - Need for a Uniform Adoption Code for the Country, and
- 14) Mass Campaigns for Total Literacy - Why, How and by Whom?

Mohsini, SR. *History of Adult in India (From Literacy to Diversified Educational Programme)*. Anmol Publication 1993 271 p. Rs.300.00

Chapter 1 discusses meaning, objectives and contents of adult education. It also discusses some of the programmes and activities and landmarks in the history of adult education in India. Adult Education as a part of social and political movement (1857-1938) has been analysed in chapter 2. Chapter 3 presents experiments in Adult Education during 1938-1947. This chapter also discusses role played by Bengal Social Service League, Idara Talimo-Tareqqi, Bombay City Adult Education Committee, Mysore Adult Education Council and Indian Adult Education Association. Adult and Social Education as Part of Community Development (1947-1966) is discussed in Chapter 4. This part also discusses Poverty and

Development : An International Perspective, Community Development Programmes and National Extension Service, The nature of Community Development, Social Education - Historical Perspective, Unesco Seminar on Rural Adult Education, Meaning and scope of Social Education, Social Education in Rural and Urban settings. Chapter 5 is devoted to the Pilot Projects and Allied Schemes (1966-1978). Some of these are : Recommendations of the Kothari Commission, Informal, Formal and Non-formal Adult Education. Under Non-formal Adult Education this Chapter discusses : Gram Shikshan Mohim, Adult Literacy Pilot Projects, Functional Literacy Projects, Farmers Training and Functional Literacy Projects, Vidyapeeths or Janta Colleges, Krishi Vigyan Kendras, Workers Education Programme, Polyvalent Education Centres or Shramik Vidyapeeths, Non-formal Education for Women, Adult Schools, Open University system and National Open School etc. Chapter 6 presents National Adult Education Programme (1978-1988). This chapter is further divided into the following sub-headings - Historical perspective, Education Commission and National Policy on Education, Policy Statement and the outline of NAEP, JP Naik Committee on Post-Literacy and Follow-up, Kothari Review Committee, NAEP and Problems of

Motivation, The Nature of Motivation and Motivating Factors, Strategies for Implementing Awareness Programmes, NLM's Management system and Monitoring and Evaluation.

Administrative and Resource Infrastructure for Adult Education is dealt in Chapter 7. Chapter 8 'Retrospects and Prospects' gives thoughts of Gandhi and Tagore on adult education, IAEA and the concept scope of adult education, Dr. Ranganathan on Literacy and Adult Education, IAEA on Infrastructure for Adult Education, Standing Committee of Social Education on Literacy, Kothari Commission and the Plan for Adult Education, National Adult Education Programme, National

Literacy Mission, Infrastructure of Adult Education at local level, Total Literacy Campaign, Eradication of illiteracy and Comprehensive Adult Education Programme.

A bibliography has been given at the end.

Education in Brazil : Situation and Prospects. Federative Republic of Brazil, Ministry of Education and Sports, 1993. 80p.

The document gives a short history and present status of education in Brazil. It contains 6 Chapters. Chapter 1 discusses current profile of education. In Brazil, the educational system is

organised into three levels : primary education, secondary education and higher education (undergraduate and post graduate).

Chapter 2 gives brief history of Brazilian Education. The third chapter is on current system. It gives education for children, secondary education, technological education, university and non-university higher education, youth and adult education, long distance education, etc.

Chapter 4 gives 'Today's Challenges'. Basic Public Policies and Educational Exchanges and Foreign cooperation have been dealt in chapters 5 and 6.

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No. 2

ROUND TABLE

Adult Education in the Context of Education for All by 2000 : A Report

The Indian Adult Education Association organised a Round Table on "Adult Education in the Context of Education for All by 2000" in New Delhi on May 11-12, 1994. 35 delegates from various parts of the country attended the two day meet.

Initiating the discussion, Shri Tarlok Singh, former Member, Planning Commission said that the survey and the planning being done in the district campaign did not appear to be thorough or systematic. Therefore, results reported to the national level from the districts are neither sufficiently informative, nor do they provide means for internal scrutiny and cross-check.

He said that though progress has been made in many districts but still there are several issues on which greater quality is needed.

Underlying the need to have a coherent policy on post-literacy and continuing education, Shri Tarlok Singh said that the Jan Shikshan Nilayam has neither been given up, nor is it being actively pursued. The indications, he said, are such that such Jan Shikshan Nilayams as have come into existence are being phased out. He urged the voluntary organisations to device their own innovative post-literacy projects in areas in which they are working and seek Government support for them. The approaches so far adopted on behalf of the National Literacy Mission still seem to be some what adhoc, he felt. Yet post-literacy and continuing education were vital to the success of the efforts for eliminating illiteracy, specially in rural areas.

He said that the volunteer at the post literacy stage also

requires comprehensive training so as to make effective contribution in this area too. Shri Singh said that determination of the Government to pursue the eradication of illiteracy is the critically important national programme and should be of great encouragement to all voluntary agencies and workers connected with this problem. He asked the voluntary organisations to formulate their own views on the subject and help create the necessary public opinion for change. They should endeavour to secure greater public discussion on the implications of existing policies, in the first instance, for voluntary effort and, in the longer run, for the success of the entire national programme of adult education and non-formal and continuing education.

The sub-themes of the Round Table were i) Environmental Building for Literacy - Review of Present Efforts and Future Strategies; ii) Women's Literacy particularly of Rural Women; iii) Post Literacy and Continuing

Education for Neo Literates; and iv) Achieving Total Literacy by the Year 2000 - What should be the strategy?

Sarvshri NC Pant, RN Mahlawat and Smt. Bimla Dutta, Vice-Presidents of IAEA presided over the various sessions of the Round Table.

The Round Table made the following broad suggestions:

1. Legal provision should be made for those workers who are illiterate working in the public sector/private sector undertakings for time to study during their duty period and provision of instructors for them among the staff of their organisation.

2. Media should be effectively utilised for ensuring the success of TLC.

3. Efforts should be made to strengthen relationship between the Government and the NGOs for smooth cooperation and coordination of activities.

4. DRUs should be actively involved in the planning and implementation of TLC at district/area level.

5. Large voluntary organisations like the Indian Adult Education Association should have research, planning and production units so as to provide effective support to adult education programmes in the field.

6. NSS should be exclusively entrusted the responsibility of eradicating illiteracy during the next three years.

The Round Table made the following recommendations:

1. The Round Table on Adult Education in the context of Education for All by the year 2000 organised by the Indian Adult Education Association which met in New Delhi on May 11-12, 1994 welcomes the initiative taken by the Government of India to achieve total literacy through the campaign approach but it feels that some reconsideration is needed at many places so as to make the entire programme more participatory and meaningful.

2. The Round Table recommends that environment building through one time Jathas or Street Plays cannot create sustainable environment which is absolutely essential to motivate the learners and the volunteers and to keep their interest alive. This, the Round Table feels should be a continuous process and local talent should be utilized to organise need based environmental building programmes. The potentiality of electronic media should also be fully utilized for the purpose.

3. The Round Table notes that many voluntary organisations have played

important role in promoting and implementing adult education programmes in the country. But in the TLC they are not being actively associated with the programme. It recommends that Government must take benefit of their experience and expertise in the field, particularly in the education of women.

4. The Round Table suggests that well established and experienced voluntary organisations should initiate their own innovative literacy programmes. They should also strengthen their own resources in addition to Government grants.

5. The Round Table feels that the Jan Shikshan Nilayams should start functioning before the launching of the literacy programme as they will create a favourable climate to motivate non literate towards acquiring literacy. It will also motivate the volunteers to join the programme. It urges the Govt. to have a fresh look at the activities, functions and budgetary provisions of a JSN and their number should be multiplied with revised budget and functions.

6. For promoting literacy education for women the Round Table feels that mere literacy may not be of much attraction to many women illiterates. It urges that women literacy programmes must invariably be linked with economic upliftment programmes so that their interest in the programme

continues.

7. The Round Table suggests that the entire programme of adult education should be decentralised. Panchayats and Primary Schools in the villages should be given the responsibility for achieving total literacy in the village/area. They should be allocated funds for implementing the programme and should also be held responsible if the targets are not achieved.

Panchayats, voluntary organisations and cooperatives etc. should be also given responsibility for Post-literacy programmes and should be encouraged to mobilise local resources.

8. The Round Table notes that the major responsibility for eradication of illiteracy is at present with students. To get their meaningful and active involvement in the literacy programme, it is absolutely essential to give them adequate incentives. The delay in announcing such incentives would result in not achieving the target of Education for All by the year 2000.

9. The Round Table notes that at many places the volunteers have started demanding payment as they find that other functionaries connected with TLC are getting salaries/honorarium. It recommends that either honorarium or adequate incentives must be provided

to the volunteers in the present TLC set-up.

10. The Round Table notes that though the adult education programme is a national commitment in which all political parties, trade unions, cooperatives and their mass organisation should actively participate but feels that their participation is still lacking and urges the Govt. to take their cooperation so as to achieve the target of Education for All by the year 2000.

11. The Round Table feels that campaign approach should be increasingly supplemented by the approach of consolidation at all levels.

12. The Round Table feels that in each district the more difficult areas should be identified and special programmes should be devised for them.

13. The Round Table notes that the information and reporting system for TLCs should be improved and made more systematic. There should be separate reporting on progress relating to men and women and rural and urban areas.

14. The Round Table feels that for achieving total literacy by the year 2000, multi-pronged approach should be adopted and not restricted to literacy campaigns only.

Seminar on Dimensions of Adult Education

A two-day seminar on "Dimensions of Adult Education" was organised by the Centre for Adult, Continuing Education and Extension, Lucknow University on March 29 and 30.

The seminar was inaugurated by Prof. DD Sharma, Pro Vice-Chancellor, Lucknow University. Mr. RP Gangurde, Additional Secretary, UGC, Prof. RJ Singh, Dean, Faculty of Education, Lucknow University also expressed their views on adult education in university system. It was emphasized that adult education is much wider than adult literacy and therefore the programmes should not be confined to mere literacy.

It was attended by the directors, assistant directors of adult education departments of Gorakhpur, Kanpur, Avadh, Aligarh, Purvanchal Universities and the programme officers of the associated colleges of Lucknow University.

In technical sessions, various papers were presented on the theme population and environment education, education for all by the year 2000, development of scientific temper, distance education, HRD through training etc.

Empowerment of Women

A group of women from the Womens' Programme of the Asian South Pacific Bureau of Adult Education (ASPBAE), met in Manila for four days from Oct 11-14, 1993 to work out a common framework for addressing key issues of Education for Empowerment of Women across the Asian and Pacific Region, which would become the basis for lobbying and strategizing towards the Fourth World Conference on Women, Beijing, 1995. The following issues were emphasised:

1. Empowerment of women is an ongoing process of individual and collective struggle to challenge contradictions inherent in a system based on unequal power relationships between men and women in society today. By power, we mean power to determine various aspects of ones' life.

2. Empowerment of women implies a redistribution of all available resources. This would mean womens' access and control over natural, material, economic, political, social, intellectual and cultural resources, in a manner which incorporates sustainable development based on principles of social justice, peace and equality.

3. Empowerment of women must therefore ensure:

a. the right to life of the girl child

b. the right to security without fear of violence

c. the right to reclaim and determine one's own history, ethnicity, culture and religion

d. the right to basic needs of food, shelter, health, and an equal share in property so as to ensure her personal dignity

e. the right to work and freedom of mobility

f. the right to control one's productive and reproductive labour, and breaking down gender based division of labour

g. the right to knowledge, information and education

h. the right to freedom of expression and to make informed choices

i. the right to equal participation in decision-making within the family, the workplace and society

j. the right to control over her body, her sexuality, her productive and reproductive functions

4. Empowerment of women must entail changes in institutions which promote patriarchy (family, media, education, state, religion, economic institutions etc.) from a feminist perspective. Such change must include conscientization of men and women who perpetuate patriarchy.

5. Finally, we believe that the process of empowerment should enable both men and women to create and nurture an alternative vision of the world, where all forms of discrimination are eliminated, be they based on class, caste, race, culture, region or gender.

Women's Rights are Human Rights

Adult Education for Richer Life

As back as in 1947 the Indian Adult Education Association discussed the wider concept of adult education and resolved that adult literacy should not be regarded as the best or the envitable starting point of Adult Education.

In a resolution passed at the fifth All India Adult Education Conference held in Rewa in December 1947, it urged to all agencies, engaged or interested in adult education to pay due regard to the following points in their policies and programmes:

1. Adult Education is larger than literacy and literacy should not be regarded as the best or the inevitable starting point of Adult Education in the prevailing circumstances of the country.

2. Adult Education must aim at enabling the common man to live a richer life in all its aspects - social, economic, cultural and moral. For this purpose adult education must definitely envisage all adult centres, as social centres, interested primarily in providing social, recreational and cultural facilities for the people and must endeavour to develop their powers of initiative, judgement and integrity as citizens.

While a great deal of emphasis will naturally be placed on the education of the illiterate, adult education should not merely confine its attention to this class but should cover various forms of "further" or "continuation" education in particular through lectures, seminars, discussion groups, arts, crafts and music clubs, People's Colleges and other agencies which need to be developed in India in the light of their special needs.

New Publication

Directory of Adult
Education
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Indian Adult Education
Association,
17-B, IP Estate,
New Delhi-110002

SOS Vocational Skills Programme at Panchkula (Haryana)

S.O.S. Children's Village Association, Panchkula(Bal Niketan) which is now ten years' old, is both a Home for the homeless and a seat for acquiring Vocational Skill through functional literacy. Set up in 1989, with UNICEF assistance, this Vocational Training Centre has, during the last five years, trained about 300 destitute children, including street children, employed or self-employed. Through this process, it has raised an equal number of families belonging to the poorest of poor sections of the Society above the poverty line. The Centre provides skills in four trades viz., Tailoring and Knitting, Embroidery (Hand & Machine), Book-Binding and Electrical Trade (Repair of Domestic Appliances) and also imparts Non-formal Education to its trainees.

More recently, 7 children of the Home have been rehabilitated by way of marriage/employment.

Saleem, who joined Bal Niketan about a decade ago and won laurels at the National level in Yoga continuously for three years, has been selected in the Merchant Navy as Trainee Officer. Another boy, Krishan Kumar, who earlier excelled in Boxing,

has now joined the Indian Army. Two boys, after going through an Electrical course, have got jobs as Electricians. One girl, Parveen, after undergoing course in Typing/Shorthand, has got a job as Typist Clerk. Another girl, Somwati, has just completed a course as Nursing Assistant in the P.G.I. and got fixed up in a Nursing Home. Anita, a senior girl, is happily married since November, 1993.

Further information can be had from Shri JD Sharma, IAS(Retd.), President, Bal Niketan, Sector - 2, Panchkula - 134109.

TLC Districts (continued from the last issue)

RAJASTHAN

Fully Covered Districts

1. Dungarpur
2. Bharatpur
3. Sikar
4. Ajmer
5. Pali
6. Tonk
7. Baran
8. Alwar

TAMIL NADU

Fully Covered Districts

1. Kamarajar
2. PMT Sivaganga

3. Pudukkottai
4. Kanyakumari
5. Madurai
6. Dr. Ambedkar North Arcot
7. Tirunelveli Kottabomman
8. Ramanathapuram
9. Coimbatore
10. Nagapattinam
11. Dindigul Anna
12. Periyar
13. Salem
14. Thirvannaamalai
Sambuvarayar
15. South Arcot
16. Dharmapuri
17. Tiruchirapalli

TRIPURA

Fully Covered

1. North Tripura

UTTAR PRADESH

Fully Covered Districts

1. Fatepur
2. Meerut
3. Kanpur Dehat
4. Chamoli
5. Dehra Dun
6. Almora
7. Moradabad
8. Bijnor
9. Bareilly
10. Agra
11. Faizabad
12. Farrukhabad
13. Bahraich
14. Lakhimpur Kheri
15. Mau
16. Azamgarh
17. Jalaun
18. Lalitpur
19. Pratapgarh
20. Deoria
21. Sultanpur
22. Ghazipur
23. Pithoragarh
24. Teheri Garhwal
25. Uttar Kashi
26. Hamirpur

27. Barbankai
28. Rae Bareli

Partly Covered Districts

1. Ghaziabad
2. Jaunpur
3. Mirzapur

WEST BENGAL

Fully Covered Districts

1. Midnapur
2. Burdwan
3. Hooghly
4. Birbhum
5. Cooch-Behar
6. Bankura
7. North 24-Parganas
8. Howrah
9. South 24-Parganas
10. Murshidabad
11. Nadia
12. Purlia
13. Jalpaiguri

Partly Covered

1. Malda

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Ajmer Conference Some More Information

Over 350 delegates representing Government organisations, NGOs, Universities, Colleges, SRCs, Shramik Vidyapeeths and TLC Districts, etc. from different parts of the country will be attending the 45th All India Adult Education Conference in Ajmer (Rajasthan).

The registration of delegates will start at 9.00 a.m. on the 15th June. The Conference will conclude at 1.00 p.m. on the 18th.

The venue of the Conference is Regional College of Education, Ajmer. The lodging and boarding arrangements are also in the same college. The delegates are to bring their own bedding and a torch.

Climate will be hot. Only light clothes will be needed.

Information about arrival date and time should be sent to Shri BL Parakh, Principal, VSP Shramjeevi College, Ajmer - 305 001. Tele : (O) 30457, 21042, (R) 50383.

Documents

Mackenzie, Liz. On Our Feet: Taking steps to challenge Women's oppression: A Handbook on gender and popular education workshops. Adult Education and Development. No.41/1993 (Supplement).

The supplement is meant for those who want to hold a workshop on gender and popular education to find out more about women's oppression and how to help change it.

It contains nine chapters: Chapter 1 discusses some key concepts and terms regarding gender. Chapter 2 provides examples of where and how women's oppression happens around the world. It also begins to look at the question of how it can be challenged. Chapter 3 introduces popular education and its main principles. Chapter 4 offers some practical ideas and worksheets to plan for and design a workshop. Chapter 5 suggests ideas and guidelines to facilitate the workshop. Chapter 6 provides background information on group building and exercises one can use in a workshop. Chapters 7, 8, 9 give some instructions for activities to use in a workshop.

Tandon, N., Viegas, S. A Study on Income Generating Income Strategies of Socially underprivileged women in a selected slum of Bombay. Journal of Educational Research and Extension, Vol. 30, Oct 1993, No.2. P 94-108.

The objectives of this study were:

1. To determine the present socio-economic status of the selected group of women.
2. To determine the level of economic dependency of the target group.
3. To identify income generating programmes that interest the selected socially underprivileged women and to identify their needs and resources for the suggested income generation programmes.
4. To explore the possibilities for assistance in income generation programmes to finance, training, marketing, work placement, guidance and counselling for the selected socially underprivileged women.

The study on 100 women revealed that 83% of women were illiterate, 13% had studied upto primary level only, 4% had studied upto secondary school level. Seventy two percent of the respondents lived in nuclear families, 24% in joint families and 4% in extended families. Sixty seven percent of families were headed by the

respondents, more than half (52.24%) of the self-headed families had less than 4 dependent members and 38.8% of the families had 4-8 dependents, of which majority were children.

The study shows that 63% of the respondents were employed.

The majority of women, 32% had total family income between Rs.401-800, followed by 23% having income less than Rs.400. An overwhelming majority, 96% of the women found their family income insufficient and 30% of respondents had to borrow money to make ends meet.

More than 50% of the respondents had no desire to become literate as 39% of them stated their primary concern was to earn and other 39% felt that they were too old to learn. About 32% desired to become literate, while 10% were semi literates and wanted to study further.

Some of the conclusions drawn by the researcher were:

- Women were sufficiently motivated to take up income generating programmes

- More than half of the respondents were ready to undergo training even if it was imparted outside their area of residence.

Mukherjee, K.K. **Emerging Societal Changes and Voluntary Organisations : Challenges and Responses.** Gandhi Marg. Vol. 15, No.4, Jan-Mar 1994. 390-414 p.

The objective of this paper is to explain difference between voluntary organisations and voluntary action, in addition to identifying and explaining the changing societal trends discernible in the functioning of the organisations engaged in rural development. Furthermore, it highlights some of the challenges that they may face in future and their likely response to those challenges.

There will be greater demand for greater involvement of voluntary organisations in dealing with various socio-economic and political problems in the future. To what extent they become effective will depend on their ability to mould the growth and development of organisations (stressing on quality) and restrict their sphere of activities considering the essence and spirit of voluntary action. They will also have to perceive the changes, to face the challenges, and to initiate action to change their structure and functioning considering the needs and requirements based on certain laid-down principles. They will also have to recognise the fact that the voluntary organisations cannot always

organise programmes related to resources to perform their roles better. To help the organisations to do so, there will be a need for generating discussions at various levels about the future of the organisations and preparing them to plan their action accordingly through training and orientation. Organisations, which have same vision and linkage with other organisations, can initiate the process of discussion and then leave it to the agencies to take their own course.

Black, Maggie. **From Handpumps to Health.** New York, Unicef, 199. 133p.

The document presents evolution of water and sanitation programmes in Bangladesh, India and Nigeria and discusses its impact on rural communities in these countries.

FORM - IV (See Rule 8)

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I, J.L. Sachdeva hereby declare that the particulars given above are true to the best of my knowledge and belief.

J.L. SACHDEVA
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IAEA Newsletter

INDIAN ADULT EDUCATION ASSOCIATION
NEW DELHI



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45TH ALL INDIA ADULT EDUCATION CONFERENCE : A REPORT

The 45th all India Adult Education Conference of the Indian Adult Education Association organised in collaboration with Rajasthan Vidyapeeth Kul began its 4-day session in Ajmer(Rajasthan) on June 15, 1994. The theme was "Total Literacy in the context of Education for All by the Year 2000".

Over 250 delegates from 18 States and UTs attended the Conference. Most of the affiliated organisations of IAEA, State Governments, State Resource Centres, Shramik Vidyapeeths, TLC Districts and the universities of Aligarh Muslim, Amravati, Annamalai, A.P.S.(Rewa), Dr. Baba Saheb Ambedkar (Aurangabad), Bangalore, Barkatullah (Bhopal), Bharthidasan, Bhavnagar, Calicut, Gurukul Kangri (Hardwar), Jiwaji (Gwalior), Kurukshetra, Magadh, Manipur, M.S. University of Baroda, Nagpur, Rajasthan Vidyapeeth, Rani Durgabai (Jabalpur), Saurashtra, Sri

Venkateswara (Tirupati), Inaugurating the South Gujarat, Poona, conference, Prof. Kanta Vikram(Ujjain) and Viswa Ahuja, Vice-Chancellor, Bharti deputed their Maharishi Dayanand representatives.

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GARG, CHOUDHARY RE-ELECTED

Shri BS Garg, Kulpramukh, Rajasthan Vidyapeeth Kul was re-elected President of the Indian Adult Education Association for a three year term. Shri KC Choudhary, President, Central India Adult Education Association and Member, MP Backward Classes Commission was also re-elected as General Secretary of the Association. Shri RN Mahlawat, President, Janata Kalyan Samiti, Rewari was elected as Treasurer of IAEA.

The following Office-bearers and Executive Committee members were elected:

PRESIDENT : Shri BS Garg
VICE-PRESIDENTS : Shri Bhai Bhagwan, Prof. BB Mohanty, Dr. KS Pillai, Smt. Kamala Rana, Prof. Yashvant Shukla
TREASURER : Shri RN Mahlawat
GENERAL SECRETARY : Shri KC Choudhary
JOINT SECRETARY : Shri NC Pant
ASSOCIATE SECRETARIES : Shri AL Bhargava, Dr. JM Gadekar, Prof. Nanubhai Joshi, Shri AH Khan
EXECUTIVE COMMITTEE MEMBERS : Ms Jaya Arya, Shri Sudhir Chatterjee, Shri S Ramesh, Ms Shobna Ranade, Shri TK Ray, Dr. AK Sharma, Shri BR Vyas, Shri KL Zakir

contd....from p 1

Saraswati University, Ajmer said that girls were being kept out of school because their parents did not appreciate the importance and value of education. The condition of the school and the quality of education specially in the govt. schools in the rural areas were other bottlenecks in attracting children towards the school. She feared that unless the gender gap which was widening was reduced, the illiterates between age group 15-35 would only be women.

She emphasised the need to provide education and awareness to the adult illiterates so that they send their children specially girls to schools. India, she said, was poised towards the phase of accelerated growth and progress and to continue with it it was essential that their should be consensus on education and other national issues at the political level. Literacy, education, population and environment protection were areas that need to be kept free from politics along party lines, she emphasised.

Earlier, Shri BL Parakh, Principal, VSP Shramjeevi College and Convener of the Reception Committee welcomed the Chief Guest and the delegates.

Presentation of Tagore and Nehru Literacy Awards

The Tagore and Nehru Literacy Awards for the years 1992 and 1993 for

outstanding contribution to the promotion of adult and continuing education were presented to Dr.(Smt.) Chitra Naik, Smt. Aruna Asaf Ali, Dr. Malcolm S Adiseshiah, Prof. BB Mohanty and Shri VS Mathur. The awards to Smt. Aruna Asaf Ali and Dr. Malcolm S Adiseshiah were presented in absentia as they were not in a position to come to Ajmer due to some unavoidable circumstances.

Each award carries a Citation, a Shawl, a Plaque, a Shreefal and Rs.5,000/ in cash.

Dr. Chitra Naik, Member(Education), Planning Commission, Government of India released the book "Mass Literacy - The Ernakulam Experiment" by KR Rajan, IAS, former Collector, Ernakulam. Shri Rajan was present on the occasion and spoke about strategies adopted to achieve total literacy in Ernakulam.

Shri BS Garg, President, IAEA in his presidential address said that total literacy in the context of education for all has to be streamlined. He stressed the need to make literacy the felt need of the illiterate masses. "Unless the demand comes from them, the desired results in the adult education programme could not be achieved", he said.

Shri Garg said that in the EFA the education of women should be given the central place. Their

education and participation influence the poverty alleviation programme and results in the improvement of their wages. He emphasised the need to actively involve voluntary organisations in the total literacy programme. The monitoring system, he said, has to be made more effective so as to assess the efficacy of the programme with reference to achievement and retention of learners.

Shri Garg stressed that there should not be any time gap between the motivation of the volunteers particularly housewives and the elderly persons and the supply of material to them.

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

Exhibition of Books and Materials

Dr. Chitra Naik inaugurated the exhibition of books, posters, charts and other material organised by the SRC, Jaipur; Ajmer Adult Education Association; Department of Adult & Continuing Education, Aligarh Muslim University; Asha Kala Kendra and the Indian Adult Education Association.

Plenary Sessions

In the first plenary session, the working paper was presented by Prof. BB Mohanty, Resident Director, Indian Institute of Mass Communication, Dhenkanal, Orissa.

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

1. Resource Mobilisation
2. Creation and Sustenance of Environment for Learning
3. Training of Functionaries
4. Media Support
5. Women's Literacy
6. Post Literacy and Continuing Education

The Chairmen of the groups were Dr. MS Talwar, Prof. R Krishnamoorthy, Dr. SK Kejariwal, Prof. Nanubhai Joshi, Smt. Kamala Rana and Dr. DP Mukherjee.

Zakir Husain Memorial Lecture

The Zakir Husain Memorial Lecture was delivered by Dr. Chitra Naik. She said that the goals of the literacy and education for all need to be fixed in local context and in a disaggregated manner, for their effective pursuit.

Education for all, she said, was a comprehensive concept. It covers mass literacy, universal primary education and further education facilities. Learning to handle new information, analysing it, and processing it for application to work, family life and social affairs, would henceforth require not only basic literacy skills, but skills involving a well-developed cognitive process at a much higher level, she said.

Stressing the need for continuing education, she said, that young and old men and women should be liberated and empowered not merely by literacy and basic education but by a clear realization of their cultural and intellectual potential.

Shri VS Mathur, President of the Labour Organisation of the Rural Poor presided.

Reports of Member Organisations and TLC Districts

The representatives of member organisations of IAEA and the TLC Districts presented their reports during the plenary sessions. Over 20 reports were presented.

Role of ASPBAE and ILSS

In another plenary session Dr. Om Shrivastava, Asian Regional Coordinator, ASPBAE spoke about the role of Asian South Pacific Bureau of Adult Education (ASPBAE) for promoting adult education in the Asian and Pacific region. He said that the ASPBAE was an organisation of NGOs. But in countries where there were no NGOs, the governmental agencies are enrolled as members.

Dr. Shrivastava said that ASPBAE was focussing on five issues:

1. Literacy, post literacy and universalization of elementary education

2. Education for empowerment of women
3. Education for sustainable development
4. Education for peace and human rights; and
5. Education for the workers

He said that 120 organisations from the asian pacific region are members of the ASPBAE. It is not a funding agency now, he stressed. It provides learning opportunities through arranging exchange visits, workshops and training programmes. It is providing access to information through newsletters and ASPBAE Courier.

The organisation believes in partnership concept and not only providing financial assistance to member organisations.

The International Literacy Support Service (ILSS) was established by the International Council for Adult Education (ICAE) during the international literacy year 1990. It is confining its activities at present for promotion of women's literacy.

Thematic Workshops

Three thematic workshops were also held during the conference. The following three themes were discussed in the workshops:

1. Adult Education and Communal Harmony - Chairman - Prof. Yashvant Shukla;
2. Monitoring and Evaluation - Chairman - Prof. BB Mohanty;
3. Empowerment and Education of Women and Weaker Sections - Chairman - Prof. KK Vashisht

Cultural Programmes

Two cultural programmes were arranged on the 15th and 16th June. The folk dances and folk music of Rajasthan were presented.

Recommendations

After four-days of deliberations the Conference made the following recommendations:

1. The 45th All India Adult Education Conference on "Total Literacy in the context of Education for All by 2000" which met in Ajmer on June 15-18, 1994 welcomes the initiative and efforts made by the Government of India and the State Governments to achieve total literacy through campaign approach, but it feels that there are several issues on which greater quality is needed.

2. The Conference notes that lot of efforts are being made to create environment through the Jathas, Street Plays (Nukkad Nataks) etc. but feels that one time effort is not sufficient to sustain the interest of learners and volunteers.

It recommends that with the help of local voluntary organisations environment building should be a continuous process so that the motivation of volunteers and of the learners should continue till the completion of the six months programme. It further stresses that the local talent should be utilized to create need based environment.

3. The Conference recommends that each district in the country must be analysed in terms of their strengths and weaknesses. The strengths particularly should be highlighted so as to motivate others for this programme.

4. The Conference urges that school children must be involved by assigning them projects to make atleast two illiterates literate.

5. The Conference recommends that adult education functionaries should be trained not only in imparting 3 R's but also for mobilising the community support so that literacy really becomes people's own programme.

6. For promoting communal harmony through adult education, the Conference recommends that national integration should be invariably interwoven in the training programmes of all levels of functionaries. It further recommends that relevant materials on the subject

should be produced which could go a long way in promoting communal harmony in the country.

7. The Conference recommends that there is an urgent need to prepare more and more success stories through the print and the audio visual media so that both educated and uneducated get inspiration to participate in this national endeavour.

8. The Conference feels that for achieving total literacy by the year 2000 multi pronged approach should be adopted and not restricted to the literacy campaigns only.

9. For JSNs, the Conference feels that no general prescribed criteria be fixed for the entire country. It should be designed according to the need of the area. It recommends that Prerak in the JSN should be given a minimum honorarium of Rs.500/ so that it commensurates with his/her duties and responsibilities.

10. The Conference feels that both print and electronic media have to play a meaningful role in making it a people's movement. For achieving this the electronic media should televise at the prime time success stories so that a learning environment is created. The traditional media has an equally important role and should be effectively utilized.

contd...on p 7

'Literacy means reading the world'

Literacy does not merely mean reading the word, but also 'reading the world', and the neo-literate should be helped to increase his awareness of the developments around him by a continuous process of education, the Kerala University Vice-Chancellor, Dr. JV Vilanilam, has said. He was speaking at a seminar on "Emerging Trends in Adult Continuing Education", organised by the university on May 17, 1994.

He said adult education was frequently misinterpreted as adult literacy because of the high level of illiteracy in the country. However, continuing education in India was as important as literacy to strengthen our democratic institutions.

The 'filtration theory', according to which the knowledge imparted to a group would percolate down to the masses in time, had been found to be no longer applicable, and a conscious effort was needed to impart mass education at the adult level: Kerala, which had the highest literacy rate in the country, 'though not necessarily 100 per cent', and the highest concentration of educational institutions per square kilometre, could provide the lead in this regard, he said.

The Secretary, Higher Education, Ms. Sudha Pillai, said it was futile to expect that a university Degree obtained way back in the 70's or 80's would suffice to meet the demands of the fast rate of growth today. Continuing education would help improve the efficiency and performance of professionals and employees, as well as get rid of the cynicism that tends to take hold of them after a period of time.

Dr. John Morgan of the University of Nottingham, U.K., who delivered the keynote address, said his country had a very comprehensive system of continuing education which was closely linked with the British life and society. The realisation that one should learn something new, however educated or qualified one might be, was growing. Providing professional education opportunities for practicing doctors, lawyers, engineers, etc., was the central part of the programme. 'The activity is there in India, but the concept has not been properly identified', he said.

Trade unions, animal and bird protection societies, etc., played a very important role in this system, some even providing university-type education to people aged even 60 years or more, Dr. Morgan said. One of the aims was improving the social

consciousness and civic sense of the pupils. The trade unions educated their members in economics and labour laws, with the result that union activities were carried out in a much more level-headed way in Britain.

The attempt in Britain was to make university and adult education 'one seamless structure' in due course of time. 'The universities have realised that they can no longer afford to be elite institutions, but have to become part and parcel of the national life', he pointed out.

Dr. Bernd Pflug, visiting professor, Mahatma Gandhi University, outlined the continuing education programme in Germany. Dr. K. Sivadasan Pillai, Director, Centre for Adult, Continuing Education and Extension, Kerala University, welcomed the gathering.

At the evening session, Dr. NA Karim, former Pro Vice-Chancellor, Kerala University and Dr. (Mrs.) Vasantha Ramkumar, Dean, Faculty of Education were the main speakers.

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Candidates desirous of taking admission to the following courses should apply to the Registrar, Shivaji University, Kolhapur in the prescribed form on or before 10th August, 1994. Application forms alongwith prospectus can be had from The General Manager, Shivaji University Central Co-op. Consumers Stores Ltd. C/o Shivaji University, Vidyanagar, Kolhapur-4 in person or by sending necessary amount by D.D./ I.P.O./M.O. (Dip. in Adult Edn. Rs.10/- & Dip. in Pop. Edn. Rs.15/-).

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Correspondence Cum Contact Course one year in

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2. Diploma Course in Population Education.

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Candidates will have to come to Kolhapur & attend the contact course for 2 weeks in the Diwali Vacation.

Vidyanagar,
Kolhapur-416 004
Date: June, 1994

Dr.B.P. SABALE
REGISTRAR

**Vocational Course for
Neo-Literates**

The Department of Adult, Continuing Education and Extension of the Gurukula Kangri Vishwavidyalaya, Hardwar recently organised a 6-month training course in Tailoring for rural women in the village Jagitpur of District Hardwar. Inaugurating it, Dr. Dharm Pal, Vice-Chancellor, said that vocational courses were very useful to achieve total literacy. He said that Gurukula Kangri Vishwasvidyalaya had been pioneer in rural/social work. He suggested that this type of courses should be organised more intensively in the community.

Dr. Jaidev Vedalankar, Registrar, who spoke on adult education said that this type of courses would motivate illiterates to become literate.

Dr. RD Sharma, Head of the Department, said that this training course is a need based programme of the community. 50 women had been registered for this course. It would build up self-confidence among the trainees and awareness among other women.

National Awards for Science Popularisation

The National Council for Science and Technology Communication has invited nominations for the following NCSTC awards:

i) National Award for Science Popularisation (Rs.1,00,000);

ii) National Award for Best Science and Technology Coverage in the Mass Media (Rs.50,000);

iii) National Award for Science Popularisation among Children (Rs.50,000).

These awards have been instituted to recognise outstanding efforts aimed at popularising science and technology and promoting a scientific attitude among

people. These awards will be announced on February 28, the National Science Day, in 1995.

For these National Awards the outstanding work/efforts of the past five calendar years (1989,90,91,92,93) will be considered.

Any person can send in a nomination for these awards.

Nomination forms can be had from Jt. Adviser (NCSTC), Department of Science and Technology, Technology Bhawan, New Mehrauli Road, New Delhi - 110 016. The last date is October 31, 1994.

45th All India

contd.....from p 4

11. To make literacy programme a success, the Conference feels that it should be interwoven with the rural development programmes. This integration it feels would be beneficial for both.

12. The Conference recommends that monitoring in the context of Total Literacy Campaigns has to be a continuous on-going process so as to provide the necessary timely

correctives; and evaluation has to be less mechanistic, participatory and more humane providing continuous feedbacks for overall improvement in the programme. The Conference further recommends that monitoring and evaluation should be built into the curriculum of the various training programmes organised in the context of Total Literacy Campaigns.

DOCUMENTS

Human Rights in India. The updated Amnesty International Report. New Delhi, Vistaar Publications, 1993. 226 p.

The document contains six chapters : Chapter 1 discusses torture, patterns and victims; Chapter 2 deals with the custody deaths; Chapter 3 discusses legal sanctioned impunity and non-legal impunity. Why the police use torture is the subject of chapter 4. Chapter 5 suggests some remedies and the last chapter presents a 10 point programme to combat torture.

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Doctorate in Adult Education

Madan Singh, Coordinator and Head, Training and Orientation Centre (TOC), Literacy House, Lucknow has been awarded Ph.D. on his thesis "Impact of Adult Education Programme on Modernisation of Learners in Sarojini Nagar Block of Lucknow District" by Lucknow University.

Dr. Madan Singh is a life-member of the Indian Adult Education Association.

Unesco Institute for Education. The Future of Literacy and the Literacy of the Future. Hamburg, UIE 1991 87p.

The document is a report of a seminar. It includes country reports from Australia, Austria, Belgium, Canada, Chile, Cyprus, Czechoslovakia, Finland, Germany, Hungary, Ireland, Korea, Poland, Romania, Spain, Sweden, UK and USA. These reports assess the progress achieved during recent years. It identifies the problems of adult literacy in industrialized countries, introduction of policies and legislations, involvement of the different sectors, research and development, implementation of programmes and publications. These reports, a synthesis of which is included in the present publication, contain also an assessment of the key issues that have been raised during recent years in each country and the participants view regarding the "agenda for the future" in his or her region; need for public information, modification of policies and of programmes, priorities for research, networking and international cooperation. Guide to the National Literacy Programme in Namibia in Adult Education and Development (Bonn) No.40, 1993 pp 371-399.

Namibia has set itself the aim of becoming completely literate by the

year 2000. The guide to National Literacy Programme in Namibia was jointly developed by ministries, political parties, churches, NGOs etc.

This manual has three aims:

The first is to inform those in position of leadership in government and in the private sector, of the nature of the National Literacy Programme in Namibia (NLPN).

Part I of this document describes in some detail how NLPN will operate, those who will be helped, the personnel required to carry out the work effectively and the likely overall cost. It gives a vision of a nation actively working towards the creation of a literate Namibia.

The second purpose of this document is to ensure that every one actually involved in the programme will know how it will develop over the first three years of its functioning. For them Part II is operational manual, providing a step-by-step description of the work to be undertaken. It also indicates to the non-governmental agencies how their endeavours will fit in with and receive support from government.

The third aim is to provide potential donors with a description of the NLPN and to point the areas where assistance is required.

Unesco. Cattle Grazing for Cash. Bangkok, Unesco, 1992 37p.

This booklet is one in a series of 18 by Unesco called "In search of the self-reliant women". It is a self contained learning programme, sometimes called a 'curricular unit'. It was created at the second Regional Workshop of Unesco for the conduct of a skill-based literacy programme for women organised in Hua Hin, Thailand from November 11-30, 1991.

This curricular unit, or learning programme is specially designed for use among women learners identified through the focal points of the UNDP funded project expansion of skill based literacy programme for women.

Each unit is accompanied by a teachers guide, a learners' workbook, teaching materials and instructional aids.

A wide variety of methods involve participants in an active learning process. These include songs and dances, game and exercises, drawing, audio-visual, case study, material analysis, plenary presentation, group discussions, reading and individual work and coaching.

IAEA Newsletter

INDIAN ADULT EDUCATION ASSOCIATION
NEW DELHI



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No. 5

RESEARCH METHODOLOGY COURSE

New Delhi, October 19-28, 1994

The Indian Adult Education Association will be organising the third course on Research Methodology in New Delhi on October 19-28, 1994.

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 required for different types of researches.

The course will include Researches in Adult Education - meaning, scope, present position, areas requiring indepth studies; types of 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.

UNESCO Literacy Prizes

The UN Education, Scientific and Cultural Organisation (UNESCO) awarded its International Literacy prizes for 1994 to groups in Malawi, India and Tunisia.

Malawi's National Centre for Literacy and Adult Education, which has taught 646,500 people to read, 85 per cent of them women, won the \$15,000 International Reading prize.

The Loreto Day School in Sealda, India, part of the Roman Catholic Loreto Order's Network of Girls' Schools, won the Noma prize for its innovative reading programmes, such as child-to-child teaching in rural areas that has deeply cut into dropout rates.

The National Union of Tunisian Women won the King Sejong Literacy prize for helping improve women's status by cutting female dropout rates and creating reading programmes for the poor.

The first such course was organised by IAEA in Trivandrum on November 9-20, 1992. The second was held in New Delhi on August 3-13, 1993.

Contd...P/2

Contd... from P/1

Research Methodology Course..

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 - 110 002.

'India's population to reach 1.4 billion'

India which is now the second most populous country in the world after China with 934 million people will grow to 1.4 billion by 2030, according to a new World Bank study.

China with 1.2 billion will remain the population giant in 2030 with 1.5 billion.

The United States will remain the third most populous country with a population of 298 million up from 263 million next year and Indonesia will be the fourth with 274.7 million, increasing from 192.5 million in 1995.

The report World Bank Population Projections 1994-95, says the global population will increase during the next 35 years to around 8.5 billion with almost 90 per cent of the increase occurring in developing countries.

About 70 per cent of the increase will occur in the very poorest developing countries, where the average person's income is less than \$ 2 per day.

In South Asia, Afghanistan will record the highest increase of 146.3 per cent (from 23 million to 57 million), followed by Maldives with 128.3 per cent, Bhutan 101.2 per cent (16 million to 32 million), Pakistan 99.7 per cent (129 million to 259 million), and Nepal 90 per cent (21 million to 40 million).

Sri Lanka will have the lowest increase in population from 18 million to 24 million (an increase of 35 per cent) India 53.3 per cent and Bangladesh from 121 million to 191 million (57 per cent).

TOC at Literacy House

The Literacy House, Lucknow has established a separate Training and Orientation Centre (TOC) for providing 'Resource Support' to the NSS of 12 universities and their 279 affiliated colleges of U.P. The Centre is recognised as resource centre by the Department of Youth Affairs and Sports, Government of India. The TOC has conducted seven two week training courses for the NSS Programme Officers. 150 officers from the universities of Gorakhpur, Bundelkhand (Jhansi), Allahabad, Kanpur, IIT (Kanpur), Lucknow, Avadh, C.S.A. University of AT (Kanpur), Purvanchal (Jaunpur), Kashi Vidyapeeth participated.

World Conference of Lifelong Learning

The European Lifelong Initiative (ELLI) in cooperation with World Initiative on Lifelong Learning will be organising the first global conference on Lifelong Learning in Rome, Italy on November 30 - December 2, 1994.

The four sub-themes of the Conference will be:

1. Lifelong Learning Competences
2. Access to Lifelong Learning
3. Learning Technologies and Methodologies
4. Learning Validation

The Conference will include lifelong learning in:

- a) Schools and Teachers Training systems
- b) Business, Commerce and Industry
- c) Higher Education
- d) Vocational and Adult Education
- e) Community and Informal Organisations
- f) Professional and Continuing Development

Further information can be had from ELLI, 60 Rue de la Concorde, B-1050 Brussels, Belgium.

New Publication

Directory of Adult Education Institutions in India

Rs. 30.00

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

D.Litt. in Adult Education

Dr. SP Pati, Senior Lecturer in Education, CTE, Balangir, Orissa has been awarded D.Litt Degree in Education by Utkal University, Bhubaneswar. The subject of his thesis is "A Study of the Problems of Adult Education Programme in the State of Orissa".

Dr. Pati is a Life-Member of Indian Adult Education Association.

Conference on Adult • Education • Family

The 34th Annual Conference of the Australian Association of Adult and Community Education will be held in Sydney from December 7-10, 1994.

The theme is "Adults • Education • Family".

With the theme linked to the International Year of the Family, the conference will focus on educational issues and areas such as ageing and retirement, multiculturalism, social change and parenting. There will also be streams on educational practice, curriculum development and the rapidly changing vocational training agenda.

Further information can be had from : Sue Philips, Conference Committee Chair, Australian Association of Adult and Community Education, New South Wales Branch, PO Box A108, Sydney South NSW 2000.

Street Theatre Workshops in Delhi

The Delhi School Literacy Project in collaboration with State Resource Centre, Jamia Millia Islamia organised a Street Theatre Workshop in Springdales School on May 16-26, 1994.

The objective was to train school students and teachers in the art of street theatre so as to enable them to prepare their own plays which can be used for environment building programme.

56 students and 11 teachers representing 11 schools participated.

The subjects included were body, voice and speech exercises, impoverisation, minor images, acting in imaginary situations finalising scripts etc.

Three plays were prepared and presented in the Women's Ward of Tihar Jail (Ashram).

Prior to this workshop a two day workshop on script writing was organised on May 9-10, 1994. The objective was to train teachers in writing scripts which are interesting, professional and practical, useful and are according to the needs of the target group.

23 teachers attended.

International Encyclopedia of Education 2

The "International Encyclopedia of Education 2" is available from List Management Services Department, Elsevier Science Limited, The Boulevard, Longford Lane, Kidlington, Oxford OX5 1GB.

International Literacy Institute

The University of Pennsylvania and UNESCO jointly established an International Literacy Institute to open in September 1994.

In a joint effort to promote literacy training and development worldwide, Penn University and UNESCO signed an agreement, March 4, 1994, to create an International Literacy Institute located on the University's campus in Philadelphia.

The Institute will expand Penn's role in helping solve one of the world's most pressing problems, and bring new approaches to literacy programmes that will benefit developed and developing nations, announced the university's Interim President Claire Fagin.

According to UNESCO statistics, there are nearly one billion illiterate people in the world today. However, that figure mounts alarmingly when we count the millions of people in industrialized countries who do not possess the literacy skills to function effectively in their own world. "The institute's central mission will be to provide worldwide leadership in literacy training and development, with special emphasis on developing countries," said Dr. Daniel Wagner, Director of Penn's National Centre of Adult Literacy (NCAL), which focuses on American literacy issues. NCAL and the International Literacy Institute will be housed under one roof, making for a comprehensive centre that will take advantage of the important linkages between worldwide and domestic literacy issues, while applying the best in technology and research expertise.

For more information contact Daniel Wagner, NCAL, Penn University, 3910 Chestnut Street, Philadelphia, PA 19104-3111, USA.

Delhi Adult Education Association

The Delhi Adult Education Association organised a Seminar on 'Adult Education as a Mass Movement' in New Delhi on July 23, 1994.

Inaugurating it, Shri C.L. Goel, Speaker, Delhi Legislative Assembly said that adult education programme should receive priority because it would help in solving many problems like poverty, superstitions etc. He said that planning in India had always been good but the implementation had been weak and urged adult educators to implement the programme with vigour and zeal.

Shri Shakti Sinha, Director of Education, Delhi Administration in his presidential address said that the adult education would become a mass movement when the people demand it and pressurise the Government to do it. It should not be left to education system alone, he said. Adult Education would become successful if each and every individual was mobilised for the programme, he stressed.

Earlier, Shri JR Jindal, President, Delhi Adult Education Association in his welcome address emphasised the need to involve voluntary organisations in this programme so as to make it a mass movement.

Among others who spoke on the occasion were Shri JL Sachdeva, Smt. Bimla Dutta, Dr. GR Madan, Shri T.P. Ahluwalia, Dr. KC Taneja, Shri K.B. Saxena and Shri DK Jain.

New Approach on population urged

Political leadership decided to stay away from the issue of population control since false and malicious propaganda had been used to malign the party in power, said Mr. Vasant Sathe, former Union Minister and President of the Indian Council of Cultural Relations.

Mr. Sathe was delivering the annual lecture on "race between population and development" organised by the Population Foundation of India. He paid glowing tribute to FFI's founder J.R.D. Tata, who had pioneered population action even before Independence.

Mr. Sathe expressed the hope that the family planning programme will gain new strength following the almost universal acceptance of the need for keeping the family small, ensuring the economic strength of the family unit and improving the status of women.

He cautioned, however, that routine approach and bureaucratic treatment of a human-sensitive programme, may still keep India way behind its declared national objectives of population stabilisation and balanced economic development with social equity. He called for a national consensus, cutting across party lines, in support of population control, firmly anchored to human development, to give a forward thrust to the family planning programme.

Addressing a large group of demographers, social scientists, representatives of voluntary organisations, health specialists, and planners, Mr. Sathe observed that unless the critical population problem

confronting the nation is solved, the race against poverty and deprivation will be lost to the ultimate detriment and shame of our nation.

Mr. Sathe pointed out that if India could tap its own national resources by means of a rationalised system of taxation and strategy of sustainable development, India would not need much external assistance.

Striking a note of warning about the explosive possibilities of a conflict between the developed countries with stable populations and developing nations facing the burden of large populations, Mr. Sathe hoped that India and the developing countries will set their houses in order first and then create pressure for global support for population stabilisation.

He reiterated the need for appropriate incentives and disincentives, the cost of which will be much less than the cumulative burden of uncontrolled population on the economy as a whole.

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MEETING THE PROBLEM OF POPULATION GROWTH

Srikant K Panigrahi

This year it is more significant because of preparations for International Conference on Population and Development (ICDP) '94 which is scheduled to be held at Cairo from 5 to 13 September. This international conference on population is the third in the series after Bucharest (1974) and Mexico (1984). In Bucharest it was the issue of population development, and in Mexico, the focus was to eliminate mass hunger in the interest of peace, security and environment. In Cairo conference, perhaps the women's reproductive rights or rights of women over her fertility, would be the vital issue for the discussion, in addition to the issues to improve the environment.

The world's population, estimated at nearly 5.5 billion in 1992, continues to grow rapidly. At present rate of growth, it will be double in the next 40 years. Some 94 percent of annual increase is currently taking place in developing countries.

In China and India huge population increase combined with potentially fast economic growth, will create environmental pressures on a massive scale, principally as a result of burgeoning energy consumption and production and increased exploitation of agriculture and forests, says the annual report of the Development Assistance Committee of the Organisation for Economic Cooperation and Development (OECD).

This rapid growth of population has a considerable impact on natural resource use, environmental conditions and economic and social development. Population growth, migration and urbanisation are bound up with poverty, waste for patterns of consumption and production, unsustainable use of natural resources, environmental degradation and social and gender inequalities.

Rapid population growth will also mean increased urbanisation, which may lead to more diseases and a further deterioration of water and sewer systems and air pollution. Fast urban growth could also result of social disorders.

Current United Nations projections predict that one half of the world's population will be living in urban areas by the year 2005. This trend is a continuation of more than several thousand years of urbanisation. However, in the past two centuries the rate of urbanisation has accelerated. Between 1800 and 2000 AD, the world's urban population is expected to increase 128 folds, yet the world's total population will have increased only 6.4 fold over the same period. The population of Asia's cities are projected to grow three times more by 2025, at which time nearly two-thirds of all Asians will be living in urban areas.

Maggie Black in her book,

"Mega slums : The Coming Sanitary Crisis", writes: "By the turn of this century it is expected that one in six of the world's population will be urban poor living in crowded tenements, shanty towns and slums. However, because such settlements are poorly served with basic amenities, infant mortality is high and there is a real threat that scare of plague and pestilence will re-emerge to stalk the Third World cities of the future."

The Independent Commission for Population and Quality of Life (ICPQL) has been convened to provide input to the international conference on population and development at Cairo. Chaired by Maria de Lourdes Pintusilgo, the former portuguese prime minister, the commission states that such rapid population growth would adversely affect the planet's economy, environment, health and sanitation, thereby affecting the quality of life of millions of human beings in the 21st century.

The commission is considering a proposal to recommend a tax on transactions in international financial markets. A very small tax of 0.1 per cent of trillion dollars can bring money for the real poor of the world and help regulate global speculation.

In almost all countries, particularly industrialized ones, economic growth has been pursued with little regard for conserving resources or

protecting the environment. At the same time, environmental degradation and resource depletion are being exacerbated by rapid population growth in ecologically fragile areas, urbanisation, migration and excessive consumption.

Forests, wastelands, coastal areas, mountainous highlands, arid regions and small islands have suffered considerable damage. Resources required by future generations are rapidly being drawn down. The combined forces of consumption, poverty and population are decimating forests. Water scarcity and pollution are spreading.

Agricultural, industrial and energy policies need to be changed to achieve a harmonious balance between population, resources, food supplies, the environment and development. Excessive resources consumption needs to be reduced and unsustainable population growth and its distribution need to be curbed. Pricing of products should reflect their full environmental and natural resource costs. Consumer education, incentives, taxes and user fees should be used to modify consumption patterns and lifestyles that have adverse environmental impacts.

Population and development programmes should aim to reduce excessive demographic pressure and migration in and near vulnerable forest areas. The relationship of population with available water resources also needs a greater emphasis. Coastal and marine management should preserve

natural habitats, prohibit harmful catering methods, reduce pollution and promote sustainable use of living marine resources.

According to the ICPD draft programme of action, administrative and regulatory measures should promote sustainable resource management and prevent environmental degradation. Such measures could include environmental impact assessment, fiscal incentives, environmental accounting and use of the polluter pay's principle technologies to reduce industrial pollution and replace fossil fuels and fuelwood with renewable energy sources.

Following a preamble and a statement of principles, the draft programme of action describes the major population and development issues that need to be addressed and spells out objectives and makes recommendations for action at the local, national and international levels. The issues are as follows:

- The inter-relationships between population, sustained economic growth and sustainable development, including the integration of all three into development strategies and their connections to poverty alleviation and the environment.

- Gender equality and the empowerment of women, covering women's status, equality for girls, and male responsibilities and participation in family planning and child rearing.

- The family, its role, and the diversity of its composition and structure.

- Population growth and structure, covering fertility, mortality and population growth, children and youth, ageing populations and indigenous people.

- Reproductive rights, reproductive health and family planning, including sexually transmitted diseases (STD), human sexuality and gender relations and the needs of adolescents.

- Health and mortality, covering primary health care and the health-care sector, infant and child mortality, maternal morbidity and mortality and AIDS.

- Population distribution, urbanisation and internal migrations, and their connection with sustainable development.

- International migration by both documented and undocumented migrants and the right of refugees and asylum seekers.

Let us hope the ICPD draft programme would lead to a speedy stabilisation of the world's population, a crucial prerequisite for sustainable development.

The author is an environmental planner with National Institute of Urban Affairs, New Delhi.

DOCUMENTS

Soliga: The Tribe and its Stride. Bl Hils, Mysore (Dist) Vivekananda Girijana Kalyana Kendra, 1990 pp 128 + XIV.

The document discusses the various features of Soliga Tribe and efforts made for their development by Vivekananda Girijana 'Kalyana Kendra' - a voluntary organisation. Some of the chapters in this document are:

1. Impact of development on tribal culture
2. Traditional knowledge at tribal land
3. An Ever Evolving Experiment in Tribal Education
4. Sickle Cell Anaemia - A Genetic Disease Amongst the Soliga
5. Traditional Tribal Calendar
6. Adivasi Power A Success story
7. The Ascent of BR Hills
8. A step towards literacy - Story of a Literacy Jatha

Belanger, Paul. Adult Education : The Learning Demand and the Existing Responses in Adult Education and Development, No.41, 1993. pp.225-238.

The article discusses some recent trends in adult education world over. The most significant trend in adult and continuing education is probably the present expansion of the learning demand among the adult education population in post industrial societies as well as in the less developed countries. Technological changes are asking for even faster development in so-called developed countries. All of this creates new learning opportunities and demand for

the people who are actively participating in these processes.

The sustained increase of this social demand, however, does not necessarily lead to a similar growth in the institutionalized adult education provision and participation. The article further analyse the current learning demands and the existing responses. At present adult education is going through an institutional crises, raising political and cultural questions.

Marg, Our Laws, New Delhi, New Delhi Multiple Action Research Group, (113 A, Shahpurjat, Near Asiad Village), 1992.

'Our Laws' is a series of manuals dealing with some laws common to most sections of women. These laws are presented in a simple manner for the weakest sections of the society. These manuals aims at creating awareness at a very basic level.

The following ten manuals have been brought out under the series:

1. Law for working women Workers' Right to Compensation Child Labour
2. Contact Labour Inter-State Migrant Workmen
3. Bonded Labour Protection of Civil Rights
4. Hindu Adoption and Maintenance Act 1856 Medical Termination of Pregnancy
5. Hindu Marriage Law Right to Property

6. Muslim Marriage Law Right to Property
7. Christian Marriage Law Right to Property
8. Dowry
9. Rape Kidnapping and Abduction
10. The Police and You

Qureshi, Z.H., Samiuer Rahman Comp. Impact of Population Education Learners of Adult Literacy Programmes. A KAP Study. New Delhi SRC, 1993. 80p.

The present study is confined to the learners enrolled in adult education centres in Delhi during the years 1987-91. The main objectives of this study are:

1. to measure the change in knowledge, attitudes and practices (KAP) of adult learners related to population issues on account of being exposed literacy activities integrated with population education contents, and
2. to assess whether the change in KAP is in the direction of 'appreciation' of population problems and 'demand' for controlling measures.

Findings of the study show that project had covered the target client group i.e. illiterates in high reproductive age group, mostly women, either married or to be married soon

and belonging to low income group. As a result of their exposure to the literacy programmes integrated with population education activities, there was an appreciable and positive change in knowledge levels and attitudes of the learners. These changes in knowledge and attitudes indicate that the respondents were in a position to 'appreciate' problems of over population and the related issues of quality of life. Finding also show that favourable changes in knowledge and attitudes of clients after participating in integrated literacy and population education activities and increase in cases of adopting FP methods coupled with higher use of public health and family welfare services leads to infer that the clients are moving towards the stage of 'demand' for population control measures.

Mehta, Arun C. **Education for All : Enrolment Projections in India.** Journal of Educational Planning and Administration, Vol. VIII No.1. January 1994, pp 63-79.

Provisions of free and compulsory education to all children until they complete the age of fourteen, is a directive principle of the constitution. Keeping in view the educational facilities available at that time in the country, the goal was too ambitious to be achieved within a short period of ten years. Hence, time and again the target date to achieve the goal of universaliza-

tion of elementary education (UEE) had had to be revised. During the period 1960-65, no official pronouncements were made regarding UEE for the children in the age group of 6-14. In 1965-66, the target date was revised to 1975-76. The working group set-up by the planning commission then revised the target to achieve the goal by the end of Sixth Plan (1984). The Kothari Commission (1966) has suggested that it be achieved latest by 1986. The National Policy of Education, (NPE, 1986) envisaged that all children who would attain the age of about eleven years by 1990 would have had five years of schooling or its equivalent through non-formal stream and that by 1995 all children would be provided free and compulsory education up to the fourteen years of age. The forty third meeting of the National Development Council (1991) while identifying the objectives for Eighth Plan, also envisaged early realisation of universal elementary education and complete eradication of illiteracy among the people in the age-group of 15-35 years. The revised programme of Action (POA, 1992) further envisaged that free and compulsory education of satisfactory quality should be provided to all children upto fourteen years of age before the commencement of twenty first century by launching a national mission. Recently in its historical judgement, the Supreme Court of India (1993) further ensured free and compulsory education to all children up to the age fourteen years as a fundamental right).

Do the quantitative expansion of educational facilities and recent official pronouncement imply that the target of EFA will be achieved by the turn of the present century or, if the past trend is any indication, will these targets be further revised? To examine this, in the present article, both the aggregate and grade-wise enrolment of primary, upper primary and overall elementary levels of education have been projected separately for boys, girls and total children. The projected enrolment figures are then used to compute enrolment ratios which, in turn, are refined with respect to the children outside the prescribed age group. The likely years of achievement of EFA has also been projected.

The projection in the present article are based on the assumption that the current trend would continue into the future and different transitions and apparent entry rates would also remain constant in the current level. But looking at the various schemes, plans and projects currently under implementation in different parts of the country, it is likely that the current trend in enrolment may reverse in the years to come. Most of these projects are funded by international donor agencies. Thus, there is a clear indication that the current trend in enrolment is not likely to continue for long but would turn for better. However, different programmes would take at least ten years to show their impact on the status of elementary education in the country.

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NEHRU, TAGORE LITERACY AWARDS FOR PILLAI, RAMABAHEN

The Nehru and Tagore Literacy Awards for 1994 have been awarded to Dr. K Sivadasan Pillai of Kerala and posthumously to Dr. (Smt.) Ramabahen Desai of Gujarat respectively.

The awards instituted by the Indian Adult Education Association are announced every year on the eve of the International Literacy Day to help the cause of eradication of illiteracy from the country and to inspire the literacy workers.

Dr. Pillai, Director, Centre for Adult, Continuing Education and Extension, University of Kerala has



Dr. K. Sivadasan Pillai

been selected for Nehru Literacy Award

for his outstanding contribution for development and promotion of adult and continuing education for over two decades. He has been closely associated with the library movement in Kerala as a college student and as a teacher under the auspices of the Kerala Grandasala Sangam. Dr. Pillai was first Secretary Incharge of Training and Research, KANFED (Kerala Association for Non-Formal Education and Development).

He has been instrumental in making over 60000 adult illiterates literate. Dr. Pillai has conducted action and applied researches on various issues of adult education. He has written extensively for the non-literates, neo-literates and the adult educators.

Dr. Pillai was advisor and resource person to the Total Literacy Campaign (TLC) in Kerala. He was the Chairman of the three member State level committee for selecting the best district, best coordinator/project officer for the Chief Minister's Trophy and visited all the 14 districts of the State and studied the achievement and pitfalls of the programme.

The eighth Tagore Literacy Award has been awarded to Dr. (Smt.) Ramabahen Desai, former Director, State Resource Centre, Gujarat



Late Dr. (Smt.) Ramabahen Desai

Vidyapeeth, Ahmedabad for her pioneering role in the promotion of literacy among women. Dr. Ramabahen had done meritorious work in preparing need-based learning material for learners and follow-up material for neo-literates. She had edited monthly magazine 'Lok Jeevan'. She had also promoted adult education through electronic media. Many of her books for neo-literates had won the national awards. She was closely connected with the Total Literacy Campaign (TLC) in Gujarat and prepared motivational programmes for volunteers and the learners.

INTERNATIONAL LITERACY DAY

Accent on Literacy Campaigns

Literacy is the minimum skill required by the people to meet the challenges before the nation, in the changed scenario of globalisation, according to Deputy Chairman Planning Commission Pranab Mukherjee.

The Prime Minister, he said had already committed to allocate six per cent of the gross domestic product to education from the Ninth Five Year Plan onwards which would mean an allocation of Rs.53,000 crore as against the present Rs.20,750 crore. "Although this may not be as adequate as one would like, we have also to augment mobilisation of internal resources from the community which also ensures community participation in different aspects of the programme", he said, addressing the International Literacy Day function in New Delhi on Sep 8 as chief guest.

The Government proposes to cover at least 100 million adult illiterates under the literacy campaigns by the end of the eighth five year plan, Mr. Mukherjee said.

Mr. Mukherjee, however, felt that a mere increase in allocation might not be enough unless the resources were utilized judiciously and optimally. While reiterating the Government's resolve to spread education and achieve total literacy, he said the dimensions of the problem and the Government's resolve to meet the challenges had

come into a sharp focus over the past few years. He also expressed concern over a heavy school dropout rate.

Presiding over the function Human Resource Development Minister Arjun Singh said the National Literacy Mission had tried its best to strengthen and speed up its campaigns with full strength in the four Hindi language States like Uttar Pradesh, Bihar, Madhya Pradesh and Rajasthan as 50 per cent of the nation's illiterates were in these States. "Now that the 73rd and 74th Amendment Acts of the Constitution relating to Panchayati Raj and Nagarpalikas have passed on power to the true representatives of the people, extending the benefit of education to people living in rural areas had become easier," he added.

Skits were organised by the cultural groups from Madurai (T.N.) and South 24 Parganas (W.B.) during the function. A short play by Naya Theatre was also presented.

Awards to the winners in the competition of essay writing, photography and poster design were given away.

An exhibition which focussed on the teaching, learning materials and environment building material in the TLC campaign was also organised on the occasion. The exhibition also displayed letters by the neo-literates in their own handwriting to the President of India in which they have listed their own problems.

CHILD MORTALITY RATE HIGH IN INDIA

Of the 25 million children born every year in India, two million die before reaching one year of age. A UNICEF study said a majority of these deaths are caused by avoidable infections and malnutrition.

Recent estimates place India's infant mortality rate (IMR) at 79 and under-five mortality rate at 124 per 1,000 live births.

The study said 90 of the 145 countries surveyed had an infant mortality rate lower than India and 103 countries less than under-five mortality rate. These included developing nations like Botswana, Kenya, Zimbabwe, Egypt, Morocco, Sri Lanka, Vietnam and, with the exception of Haiti, all countries in central and south America besides the Caribbean.

Children in India face unequal chances of survival depending on where they are born, the study said, adding that infant mortality ranged from 17 per 1000 live births in Kerala to 114 in Orissa. "If all of India had Kerala's child birth and death rates, some 10 million fewer children would be born and some 1.76 million fewer die every year", it said.

Infant mortality in rural areas always exceeded the IMR in urban areas and the gap continued to persist. The IMR in rural areas of 86 per 1,000 live births in 1990 was higher than the IMR in urban areas twenty years ago - 82 per 1,000 births in 1971. The current IMR level in urban areas in the country is estimated at 51 per 1,000 live births.

ROLE OF NGO'S IN TOTAL LITERACY CAMPAIGNS: A REPORT

The Indian Adult Education Association organised a Round Table discussion on the 'Role of NGOs in the Total Literacy Campaigns' at its headquarters in New Delhi on August 24, 1994. 40 delegates representing the Governmental, Non-governmental organisations, universities, colleges, DRU, (DIET) attended.

Inaugurating it, Shri HO Tewari, Director, Bureau of Adult Education, Department of Education, Ministry of Human Resource Development, Government of India said that through total literacy campaigns it had been possible to make literate large number of illiterates. The earlier approaches, he said, had not given the desired results and TLC would be the only approach in the eighth five year plan.

Shri Tewari said that TLC was not a government run programme. The volunteers, he said, were provided by the community and because of their support about five million volunteers are participating in the programme.

Talking about the role of Zila Saksharata Samities(ZSS), Shri Tewari said that ZSS should not be taken as a government organisation as large number of non officials and social activists are associated with it. The set-up of ZSS, he said, was only for the sake of convenience and at certain places the chairman was a non-official and not the Collector. But the collector, he said, has a great role in mobilising resources - both men and material. Shri Tiwari said that ZSS was only an umbrella organisation and

many voluntary agencies in the area were associated with it. The ZSS, he said, at many places had adopted innovative methods developed by the voluntary agencies.

Voluntary agencies, he said, could undertake supplementary works like evaluation, research studies, training, continuing education programme etc under the Total Literacy Campaigns.

Shri Tewari said that the aim of National Literacy Mission was to impart functional literacy which include health, education, empowerment of women etc. in addition to literacy and numeracy. NGOs, he said, could play a vital role in strengthening the programme and by their participation it could become a movement.

Earlier, Shri JL Sachdeva, Director, IAEA in his welcome address said that some voluntary agencies had played a pioneering role in promoting literacy, adult education and continuing education in the country and they should be actively involved in the entire programme. Their meaningful involvement would enrich the entire programme, he opined.

Shri Tarlok Singh, former Member, Planning Commission said that voluntary organisations should provide cooperation in the total literacy campaigns because it was for the first time that the programme was being implemented at national level. The voluntary agencies, he said, should pick up the areas of strength and organise some innovative programmes. He urged the

voluntary agencies to mobilise the community on continuous basis and fill up the blanks in the TLC. However, he felt that voluntary agencies would have been more effective if they were assigned a particular area for achieving functional literacy rather than just associating with the ZSS.

Dr. Rajesh Tandon, President, Asian South Pacific Bureau of Adult Education and Chief Executive, Society for Participatory Research in Asia(PRIA), New Delhi in his address said that no sincere efforts had been made to solve the problems faced in the total literacy campaigns. He felt that involvement of district collectors would not revolutionise the programme because of their over involvement with other important issues of the district. He said that in total literacy campaigns at many places teachers were being asked to impart literacy. How the teachers could work for adult education when they were not teaching in their own schools, he asked.

Dr. Tandon said that adult education should be made the agenda of the society in which business sector, trade unions, cooperatives and other should be actively involved. The eradication of illiteracy should receive the same priority as removal of poverty.

Dr. Tandon felt that major financial allocations in TLC Districts were being utilized in production of the IPCL primers and the implementation of the project at the field level was poor. He urged the Indian Adult Education Association to organise such Round Tables

in different parts of the country so that voluntary agencies get involved in the programme which was very essential for its success.

Shri BS Garg, President, IAEA in his address said that voluntary agencies should be involved in this programme as a partner in letter and spirit. If both - governmental and non-governmental organisations work in close cooperation, the results would be better, he said.

Shri JR Jindal, President, Delhi Adult Education Association said that well established and committed voluntary organisations should be adequately supported by the government to undertake this programme.

Miss Surrinder Saini, Chairman, Delhi Social Welfare Advisory Board said that many voluntary agencies were working in different areas and it was high time to involve them in adult education work rather than creating new agencies for the purpose. She was of the opinion that both centre based and campaign approach should be used and dependence on only one would not give the desired results.

Shri Prem Chand, Fellow, National Institute of Adult Education narrated his experiences of studies conducted for TLCs in the country.

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

In the discussion which followed the following suggestions were made:

a) Voluntary agencies should be involved in environment building on a continuous basis so that the interest of volunteers and learners continue with the programme for its entire duration.

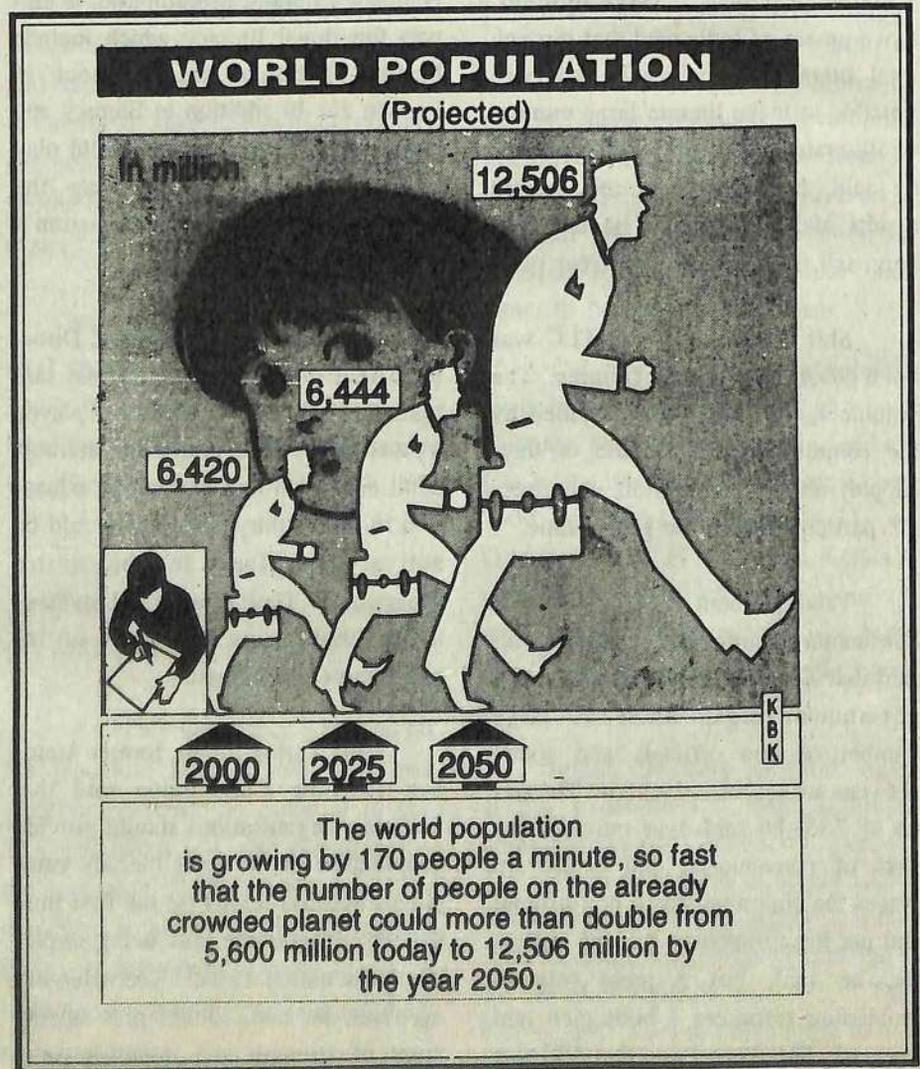
b) Non governmental agencies which have competence in organising training programme must be involved. The success of the programme would depend on a well organised training programme.

c) Incentives must be given to volunteers for their meaningful partici-

pation in the programme.

d) Voluntary agencies should be given the responsibility of monitoring and evaluation of the programme.

e) Voluntary agencies should prepare some innovative projects and seek financial assistance for their implementation from the Government of India and should not be tied down to only copy book rules.



**SEMINAR ON INTEGRATED
APPROACH TO LITERACY :
A REPORT**

The Bombay Council for Adult Education and Social Development (BCAESD) organised a Seminar on "Integrated Approach to Literacy" in Bombay on August 30, 1994. 60 participants representing Governmental and non-Governmental organisations and Universities attended.

Inaugurating it, Dr. Dani, Principal, M.L. Dahanukar College of Commerce said that population explosion is India's number one problem. The enormous growth in population has watered down the gains of earlier efforts towards development and also has given birth to many other serious problems. To solve these problems an innovative programme is necessary, he stressed. Along with elementary education, adult and vocational education have been identified as thrust areas of development, he said. In case of literacy programmes, emphasis should be sustainability of literacy skills. Planning of adequate strategies could help us in achieving the target of total literacy. He emphasised the need for time bound literacy programme.

Shri DB Karnik, former Editor, Maharashtra Times in his chief guest address said that proper accommodation and good teachers should be provided for adult education programme. Adult literacy campaigns would be successful only when they are taken up as a mission, he said.

Dr. NY Gayatonde & Mrs. SNV Gayatonde in their working paper stressed that adult education should be

directed towards social awareness and solidarity. Adult literacy could be effective only when it was connected with individual and social needs. Integrated adult education programme could ensure economic, cultural, political and social development. It should be a pragmatic programme, and continuous process, they said.

Dr. JM Gadekar, Director, BCAESD in his paper said that literacy should be oriented towards development in all sectors of national life. He stressed the need to act with determination and even take some unpleasant steps if necessary for making India illiteracy free by the year 2000.

**BHAVNAGAR UNIVERSITY STARTS
MASTER OF HUMAN RESOURCE
DEVELOPMENT COURSE**

The Department of Adult, Continuing Education and Extension Work of Bhavnagar University, Bhavnagar has started a two-year Master of Human Resource Development Course.

The course offers the following eight papers in two academic years:

1. Concept and scope of HRD (Theory & Practice)
2. Planning of HRD
3. Research Methodology for HRD
4. Development of Organisational Behaviour
5. HRD for quality of life
6. HRD in educational, rural, social and industrial organisation

7. Non-formal system for HRD
8. Dissertation and Placement

Further information: Dr. JP Mayani, Head, Department of Adult, Continuing Education and Extension Work, Bhavnagar University, Bhavnagar-364 002, Gujarat.

**VAS TO GET 100 PER
CENT GRANT FOR ADULT
LITERACY**

The government has decided to give 100 per cent financial assistance to voluntary agencies active in the field of adult education, as a step to increase their participation and ensure commitment to the programmes.

So far, while the programme cost was being met fully, the administrative cost was being provided to the extent of 75 per cent. To ensure greater involvement of the agencies, the education ministry has also decentralised the scheme. The responsibility for sanctioning projects, disbursing grant-in-aid, monitoring and evaluation would be delegated to the agencies in the states.

Besides, the state resource centres which provide academic and technical support for the literacy programme will also be strengthened and funded on cent per cent basis. Financial aid for these centres which was being shared among the Centre, state government and voluntary agencies, will now be fully funded like other voluntary agencies.

Times of India, Sep 23, 1994

INTERNATIONAL AWARD FOR LITERACY RESEARCH

A Philippine teacher has chosen to teach reading and writing not to all, but selectively, in marginal communities who thus gain new dignity.

On June 24, Maria Luisa Doronila was presented with the International Award for Literacy Research for her study "Learning from Life: An Ethnographic Study of Functional Literacy in 14 Philippine Communities". The \$10,000 prize, attributed by the UNESCO Institute for Education (UIE) in Hamburg (Germany) which co-finances it with the Canadian Government, was created two years ago to recompense the best research in adult education.

Ms Doronila has devoted the last 12 of her 34-year career to teaching at grassroots level. To explain her experience, she tells about her visit to "a small ethnic community living on a beach. They were labeled 'Dumagat' (of the sea) by wholesalers who bought their 'harvest' she said. "Later, I met them in the mountains where they were called 'Agta': (of the forest). They lived by cutting rattan (cane) which they fastened into 20 bundles of 50 stems each, never making a mistake. They had a concept of numbers, and very quickly learned Arabic numerals which were very useful to them in dealing with wholesalers who had been exploiting them financially and insulting their dignity by forcing them to use their 'label' as identification."

Wearing a blouse woven of pine-

apple fibers and shimmering tube skirt - the costume of her native province - Ms Doronila told of her studies in Manila, and of the four children she raised. "They learned to fend for themselves since I was always travelling," she said. "My aim, and that of my team of 60 was not to explain illiteracy, but to understand the life of marginal communities".

To further complicate its task, the team had to work in eight languages, all different from the official Tagalog. Fortunately, the linguists were there.

"I realized," she added, "that in communal, largely oral, communities, to be 'literate' was to know the lore of the tribe to meaningfully participate in the rhythm of its life. Teaching them to read and write was largely irrelevant. Similarly, in communities where development had begun, people taught themselves to be literate.

"We must act in the middle where non-literacy is a source of shame, synonymous with poverty, low status, marginalization, and inability to participate in community life," said Ms Donorila. "This is what we must combat so that each may gain dignity."

She has now gone back to the beaches or the forest, near the poor, to listen and understand.

France BEQUETTE

*Unesco Source No.60,
July-August 1994*

LIFE EXPECTANCY INCREASES GLOBALLY

The average expectation of life was 65 years in 1993, an increase of 19 years from the 1950's 46 years, according to a report entitled "Vital Signs 1994: The Trends that are Shaping our Future" released in June 1994 by the Worldwatch Institute.

The 41 per cent gain is due to an improved supply of clean water around the world, a rapid growth in food production, improved sanitation, expanded health care coverage, and dramatic rise in childhood immunisation in the third world, said the report.

Japan at the top

Japanese men and women are at the top of the global life expectancy table. WHO statistics show that for Japanese women it is 83 years; for Japanese men it is 76.3 years.

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DOCUMENTS

National Literacy Mission.
Annual Report 1993-94. Literacy and Post Literacy Campaigns in India.
New Delhi, National Literacy Mission, 1994. 316p.

The document presents a detailed account of the progress of literacy campaigns in 1993-94. The data shows a steady growth in the number of literacy and post literacy projects sanctioned by NLM. In the year 1993-94 the number of literacy projects sanctioned has doubled compared to 1992-93. The number of projects sanctioned upto March 1993 was 138. It has gone upto 246 in March 1994. Around 88 million are being covered in different age groups. About 22 million persons have achieved the prescribed level of literacy and around 23 millions enrolled learners are in the pipeline. More than five million volunteers are taking part in the campaigns. The document shows that there is a thrust on the Hindi speaking states like Bihar, Madhya Pradesh, Rajasthan and Uttar Pradesh during 1993-94 where more number of campaigns have been taken up. Out of the 107 literacy Projects sanctioned during the year, 53 projects (49.33%) have been sanctioned to these four states. There was 17% increase in the enrolment over previous year. 20 post literacy projects were also sanctioned during the year. The total cost approved by NLM upto March 94 is Rs.559.59 crores out of which 389.69 crores is NLM share and state share is 169.90 crores.

Bopp, Michael. **The Illusive Essential : Evaluation Participation in Non-formal Education and Com-**

munity Development Processes.
Convergence. Vol. 27, No.1, 1994 pp 23-45.

The article first describes qualitative nature of participation as it must occur within the context of people-centred development. The second purpose is to propose measures of participation and a framework for monitoring and evaluating people's participation in development implementation. This discussion is in the context of an ongoing global dialogue related to the implementation of participatory development and intends to serve as a background resource to assist in designing evaluation process for on-the-ground activities.

Department of Public Administration, Lucknow University, **Evaluation of Total Literacy Campaign in Uttar Pradesh : Final Report.**
Lucknow University 1994. Various paging.

The main objectives of the study were:

1. to examine the compatibility of organisational structure with district administration and its supportive units in term of various committees starting from top as Zila Saksharta Samiti and in between various layers, district wise.

2. to examine the compatibility of TLC-UEE combined in pedagogic context, district wise.

3. to examine the role and status of various components of the campaign-based approach with particular emphasis on environment building and motivational activities in mobilization

of programme beneficiaries, volunteers and the community.

4. content analysis of the teaching learning material prepared in tune with the gathering principles of the pedagogic of improved content of learning the (IPCL) technique.

5. to examine the overall impact of the programme with emphasis on the learning outcome taking into account the context, the process and the product.

6. To estimate and project the post-literacy requirements.

Some of the findings and suggestions of the study are:

1. The environment building begins with a great zeal, enthusiasm and festivities, but soon it is all over where as the TLC demands that environment building should be a continuous activity. This aspect has its own negative impact on the TLC in various districts. It has been suggested that environment building with a great vigour should be taken again and should continue through the life of the TLC.

2. Out of the training programmes proposed during entire course of TLC, only the first was taken up with some seriousness. The training varied from 3 to 5 days, however, in many cases it was behind schedule and at times it was not given at the places where functionaries were stationed, rather they had to come to the headquarter to take this training which was costly as well as inconvenient for them. Rarely the second training took place and the third training was still rarer.

3. The greatest impact of TLC has been that the parents attending the classes began sending their children to school because they realized the importance of education.

4. The performance in 3Rs is not very encouraging. On an average there is hardly any district in which more than 50 per cent learners might have reached NLM norms in Reading, Writing and Numeracy. Further, the performance of weaker sections is still poorer.

Plank, David and others. Obstacles to Educational Reforms in Brazil. La Education - Inter American Reviews of Educational Development. Vol 38, No.117(1) 1994. pp 75-101.

In this paper authors argue that the main reason for which Brazil's relative under development is the predominance of private interests over public purposes in the formulation and implementation of the educational policies.

In the first section, the article discusses three instances in which public resources are allocated so as to benefit particular constituencies: (1) the various practices subsumed under the name of clientelismo; (2) the provision of public subsidies for private school coupled with public regulation of private school; and (3) the maintenance of 'free' higher education in public universities.

In the second section, it is argued that political conflict in the educational system does not focus on the definition

of policy objectives, but rather on the control of policy instruments. The article then discusses three leading issues in Brazilian school politics; the distribution of resources and responsibilities between central and local authorities, the role of private schools, and the reduction of inequalities in the educational attainment specially across regions.

The authors conclude by discussing recent constitutional and administrative changes which offer possibilities for improvement in the educational system. Among the most important are the emergence of new organisations and administrative practices at state and municipal levels and the establishment of the right to education in the 1988 constitution.

Gupta, SK. Applied Statistics for Educational Research. New Delhi, Mittal Publications, 1994. 180 p. Rs.190/-.

This book is divided into two parts. Part first defines the statistics which are useful for research work. The second part deals with the advanced statistical methods, presents problems and details of computation. Normal Distribution Curve, Chi-Square Statistics, Non-Parametric Statistics other than Chi-Square, Regression and Prediction, Analysis of Covariance, and Factor Analysis are some of the topics which have been dealt in this book.

UNESCO Principal Regional Office for Asia and the Pacific. Integration of Population Education in APPEAL ; Volume three - Popula-

tion Education in Literacy and Continuing Education. Bangkok, 1992. 115p. (Population Education Programme Service).

The document contains prototype materials illustrative of the integration of population core messages in primary and literacy programmes. Another objective of this document is to provide the literacy workers an opportunity to learn new skills in the integration of population education concepts and the development of curriculum materials catering to the need of target audience.

Nimbalkar, M.R. Adult Education and its Evaluation System, Delhi, Mittal Publications, 1987. pp 160. Rs.120.

The book deals with the objectives, tools and techniques of research study and significance of the study of evaluation systems in Adult Education. It deals with some of the significant evaluation studies conducted in India and abroad. It also emphasises various concepts of adult education. A chapter on perspectives of adult education studies the geographical and demographic characteristics of Goa. The historical review of education and literacy position after the liberation of Goa is highlighted with its current literacy position at national level.

The book also deals with the concepts, objectives, need, different phases, levels, types, methods and procedures and reporting systems of quick appraisal, learner evaluation, monitoring and adult education evaluation.

IAEA Newsletter

INDIAN ADULT EDUCATION ASSOCIATION
NEW DELHI



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No. 7

INVITATION FOR 1994 PROPOSALS

**MOHAN SINHA MEHTA
AND ROBY KIDD**

RESEARCH FELLOWSHIPS

M.S. Mehta Fellowship

The Indian Adult Education Association invites proposals for two Mohan Sinha Mehta Research Fellowships (1994) from individuals interested in undertaking research in Adult Education.

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

Some of the suggested topics are:

A case study of the Literacy Campaign launched in a district;

A comparative study of the organisation and functioning of State Resource Centres run by voluntary agencies, Universities and State Government;

A critical appraisal of the organisation and impact of Jana Shikshan Nilayams;

An enquiry into the factors promoting and intervening in retention of neo-literacy among various sections of the society;

- An appraisal of the neo-literate books published in various languages with a view to evolve criteria for the preparation of such books;

- An enquiry into the levels of aspirations and achievement among adult learners;

- motivational factors and expectations of adult education functionaries - A comparative study among students and non-students youth;

- An enquiry into the continuing education needs of neo-literates and drop-outs;

- The role of adult education in reducing poverty.

The proposals from individuals should be sent through institution/university in which they are working.

The fellowship amount is Rs.5,000/-. It will be paid to the institution which will be responsible to administer and manage the funds. The duration is one year.

The detailed proposal should reach the General Secretary, Indian Adult Education Association, 17-B, Indraprastha Estate, New Delhi - 110 002 by December 31, 1994.

RESEARCH METHODOLOGY COURSE RESCHEDULED

Due to outbreak of 'Plague' in some parts of the country, the Research Methodology Course scheduled to be held in New Delhi on October 19-28, 1994 has been rescheduled.

It will now be held in New Delhi on November 30-December 9, 1994.

Roby Kidd Fellowship

The Roby Kidd Foundation established in 1984 to perpetuate the memory of Dr. Roby Kidd for his outstanding contribution to the cause of adult education in India and other parts of the world has also invited proposals from individuals for one Roby Kidd research fellowship in adult and continuing education.

The object of the fellowship is to enable the individuals to undertake research studies which would help in promoting integration between formal and non-formal education, promote international understanding and help in achieving the goal of a Learning Society.

The fellowship amount is Rs.5,000/- for one year. The proposals for 1994 fellowship should reach the Foundation by December 31, 1994.

Further information can be had from Managing Trustee, Roby Kidd Foundation, C/o Indian Adult Education Association, 17-B, Indraprastha Estate, New Delhi - 110 002.

BHARATIYA YUVA SHAKTI TRUST (BYST)

BYST has been formed as a vehicle to mobilise the Indian Business community to make a collective contribution towards the national imperative of increasing employment opportunities. BYST was launched in New Delhi in 1992.

Its focus is to help underprivileged youth to develop and establish self employment ventures and to encourage their entrepreneur initiatives. Through its network of manager drawn from the business community and a corpus of funds, the Trust help young people to evaluate their proposal, provide seed capital and also provide each beneficiary with a MENTOR. Mentors maintain regular contact, monitor progress, provide personalised advice and help beneficiaries solve their problems. In identifying appropriate beneficiaries, BYST is networking with Non-Government Organisations (NGOs) and voluntary agencies.

So far, 105 young entrepreneur (which includes 26 women entrepreneur) employing 396 people and covering a wide range of services and manufacturing industries, have been supported by the Trust in the Metropolis of Delhi and Madras and the rural areas of Haryana.

BYST is very closely working with the NGOs and voluntary organisations involved in imparting the vocational training to the underprivileged and physically handicapped youths and plans to spread its activities to other parts of the country.

Further information : The Regional Manager, BYST, C/o Confederation of Indian Industry, 4th Floor, Zone, India Habitat Centre, Lodi Road, New Delhi - 110 003.

CELEBRATION OF INTERNATIONAL LITERACY WEEK

DELHI SCHOOLS LITERACY PROJECT

The Delhi Schools Literacy Project (DSLSP) launched in 1988 as a pilot project has now over 80 schools doing adult literacy work with the help of students, teachers and parents.

The DSLSP celebrated International Literacy Week from September 7-16, 1994. It was inaugurated on September 7, 1994 at Manav Sthali School. Shri PP Chauhan, Chief Secretary, Delhi and Shri BP Khandelwal, Chairman, CBSE were the Guests at the inaugural function. Shri Chauhan lauded the efforts made by students to bring backward and deprived sections of society into the main stream of life.

Declamation contests, street theatre, story and script writing competitions were organised in different schools.

Literacy Mela was organised in Springdales School in which certificates and medals were given away to outstanding learners and volunteers by SRC, Delhi.

Posters, slogans and cartoon making competition were also organised during the week. Poetry recitation competitions were also held in which 80 students for 40 schools participated.

Two literacy marches to raise literacy consciousness were also organised during the week. A festival of songs was also held in which over 400 students participated.

In the valedictory function on Sep 16, trophies, certificates, medals were presented to the students, teachers and schools who have done meritorious work to promote literacy in Delhi during the year.

DRU, DIET, New Delhi

The District Resource Unit of DIET, Moti Bagh, New Delhi celebrated the international literacy week by organising various literacy competitions to build an environment for promoting literacy and to motivate the volunteers and learners.

Literacy song, skit, poster, slogan, debate, quiz and essay competitions were organised. 17 schools of New Delhi Municipal Committee (NDMC) and Delhi Administration, 7 VAs and 100 pre-service teachers of DIET participated in the competitions.

Miss Shakti Kapur, Joint Director, SCERT gave away the prizes on September 21, 1994.

SEMINAR ON 'PEACE EDUCATION FOR RURAL WOMEN'

A one-day Seminar on 'Peace Education for Rural Women' was organised by the Kerala Chapter of the International Association of Educators for World Peace (IAEWP) in collaboration with IPRS and National Women's Welfare Centre at Perumkada Vila NWWC, Kerala on August 22, 1994.

110 women delegates representing Women's Organisations actively participated in the Seminar. It was inaugurated by Dr. KS Pillai, Chancellor, IAEWP Kerala Chapter & Director, CACEE, University of Kerala. Dr. V Reghu, Secretary, IAEWP, Kerala Chapter & Assistant Director, CACEE chaired the inaugural session. Mr. JS Nair, (Directorate of Technical

Education) & Advocate G. Subodhan, Mr. T Sundresan Nair (State Resource Centre) and a number of participants took part in the discussion.

In his inaugural address, Dr. Pillai stressed the need for Women's Education and Family Life Education. He pointed out that 1994 is being observed as International Year of the Family. The participants highlighted the need for family education, role of woman social workers in rural reconstruction, economic improvement and safety of family and women, social security, peace in family and society etc.

The seminar focused on the importance of woman organisations in building an atmosphere of Peace in family and community.

TOLLEY MEDAL

The Syracuse University, Syracuse, NY, USA awards William Pearson Tolley Medal for distinguished Leadership in Adult Education. It recognises scholars of national and international reputation in the field of adult education.

The following have received the Award so far:

1966 Cyril O. Houle, The University of Chicago, USA

1969 Mohan Sinha Mehta, President, Indian Adult Education Association and Seva Mandir, Udaipur, India

1970 Sidney G. Raybould, University of Leeds, U.K.

1971 Kenneth G. Bartlett, Professor Emeritus, Syracuse University

1973 James Robbins Kidd, The Ontario Institute for Studies in Education, Toronto, Canada

1975 Lalage Bown, Ahmadu Bello University, Zaria, Nigeria

1979 Thurman James White, University of Oklahoma, USA

1983 Poul Henry Bertelsen, UNESCO

1986 Alexander Nathaniel Charters, Professor Emeritus, Syracuse University

1994 Milton R Stern, University of California at Berkeley, USA

Dr. Stern who was presented the Medal on September 22 in his acceptance speech said:

"Universities should require that the bachelor's degree be given, always provisionally, subject to renewal once a decade. The holder of the degree would be required to show that his or her degree was, in fact, up to date."

PEOPLE'S PLAN FOR TWENTY FIRST CENTURY (PP21)

The People's Plan for Twenty First Century (PP21) has been conceived as a continuous process of people's empowerment. It is a movement to change the present state of things.

The features of PP21 movement are:

- It is a people's program organized by a broad coalition of NGOs and people's movements and organizations in the Asia-Pacific region and in other parts of the world.

- It is an ongoing process which has evolved through a fruitful interaction of the peoples across the political boundaries who forge themselves in an ALLIANCE OF HOPE, aiming to create an alternative human society free from all dominations and discriminations.

- It is an international program of action rooted in the people's movements and communities focussing on issues based on present day realities with positive vision of the future.

- It is more a process than a plan and has to be continued and sustained, and the people's movements should continue to weave networks of communication, friendship and solidarity in their struggle for a better life.

Further information : PP21 Secretariat, P.O. Box 26, Bungthongland P.O., Bangkok 10242, Thailand.

INNOVATIVE APPROACHES IN BASIC EDUCATION FOR GIRLS AND WOMEN

Representatives from six countries of southern Asia met in Bangladesh recently to exchange experiences on innovative approaches in the field of basic education for girls and women, during a workshop convened by UNESCO's "EFA-Making it Work" project. Participants from Bangladesh, Bhutan, India, Nepal, Pakistan and Thailand stressed the importance of training the local community to identify problems in the field of basic education, propose solutions and participate in the implementation of projects. Programmes work best when a climate of confidence prevails among various partners and a clear distribution of responsibilities at various levels is spelt out. Lack of information at lower government levels about national plans and strategies was identified as an obstacle to effective collaboration. Participants underlined the need for relevant, gender-sensitive curriculums and suggested that teachers, especially women, should be upgraded to play the role of development agents. They also stressed that in-service training could enhance teachers' effectiveness in putting a child-centred approach into action.

A VOLUNTEER LITERACY CORPS

The International Reading Association, an organization of over 350,000 reading and literacy educators, is setting up a voluntary literacy corps to promote literacy in developing countries. Called the Volunteers for International Professional Programs, the corps will provide technical assistance to literacy educators in fields such as teacher training, curriculum development, bilingual instruction and assessment issues. For more information, please contact Richard Long, International Reading Association, Suite 422, 444N. Capitol St. N.W., Washington, DC 20001.

WORLD CONFERENCE ON WOMEN, BEIJING - 1995

Beijing, the capital of China is the host for the **Fourth U.N. World Conference on Women, towards Action for Equality, Development and Peace** between September 4-15, 1995. The conference is being convened to review and appraise the advancement of women, since the last decadal conference in Nairobi, in 1985. It will be attended by representatives of Governments, U.N. and inter-governmental organisations, officially accredited NGO's national liberation movements recognised by the Organisation of African Unity, experts and professional associations.

A Coordination Unit (CU) to facilitate and support the preparatory activities of NGO's and Women's Groups at the India Level, towards the World Conference on Women (1995) has been set up in New Delhi, in December 1993. In the last nine months, the CU has held several state level consultations to ensure that the voices of the grassroots women determine the agenda of world conference on women.

A regular Newsletter, entitled "VOICES AND VISION" in English and "DRISHTI KE DAYRE" in Hindi covering important news and views on preparatory activities in India, and providing information on forthcoming regional and international events, is being brought out.

For further details, please write to: **The Coordination Unit, 802 Arunachal Bhawan, 19, Barakhamba Road, New Delhi - 110 001. Tele : 3713221.**

NIRD COLLABORATES IN LITERACY PROMOTION

The Action Research group on "Full-Employment" National Institute of Rural Development (NIRD) in collaboration with the Telugu University's NSS Unit has adopted Murthuzuguda Village for the total literacy campaign as well as a health and sanitation programme in the village.

Literacy kits were distributed to the prospective beneficiaries of the literacy programme by the Vice-Chancellor. As a back up for the literacy campaign four village youths from Kethireddypally were trained in folk songs, dance, and drama for promotion of the literacy among the villagers in the entire mandal.

ADULT EDUCATION RESOURCE CENTRE FOR GUJARAT

The IPCL Primers I, II and III 'Janchetna Vachanmala' produced by SRC, Gujarat Vidyapeeth is being used as basic primer in whole of Gujarat.

The SRC has also produced PL I for use as post literacy material. It is also bringing out a fortnightly newsletter entitled 'Lok Jeevan' for the neo-literates.

The SRC provided training for KRPs, MTs and VTs for the Districts of Amadavad, Amreli Div, Jamnagar and Panchmahal. Training for non formal teachers and evaluators was also organised.

MAHARASHTRA LAUNCHES NEW SCHEME FOR ELEMENTARY EDUCATION

A programme for the universalisation of primary education has been launched in Maharashtra. This programme was earlier implemented in only five districts. Now it has been extended to all the districts in the state.

The goal is to provide education to all children in the age-group of six to 14 years by the year 2000. The outlay on the programme will be Rs.1,540 crores. Apart from the state government's allocation, grants, funds are also expected from the Centre and the UNICEF.

It has been found that a primary reason for children not attending schools are that they work to augment the family income. Also the standard of teaching was unsatisfactory and the atmosphere in schools hardly inspiring.

In order to overcome these problems, the government has planned to take some bold steps like allowing flexibility in the working days of schools, which has been a long-standing demand of people in the rural areas.

To provide education to child labourers, there is a plan to run 12,000 nonformal schools where the assistance of non-governmental organisations will be sought.

The progress of children will be evaluated every three months and those lagging behind will be given special coaching to reach the minimum standard.

DEMOGRAPHIC PROFILE OF INDIA - KEY ISSUES

Total population 930 million.

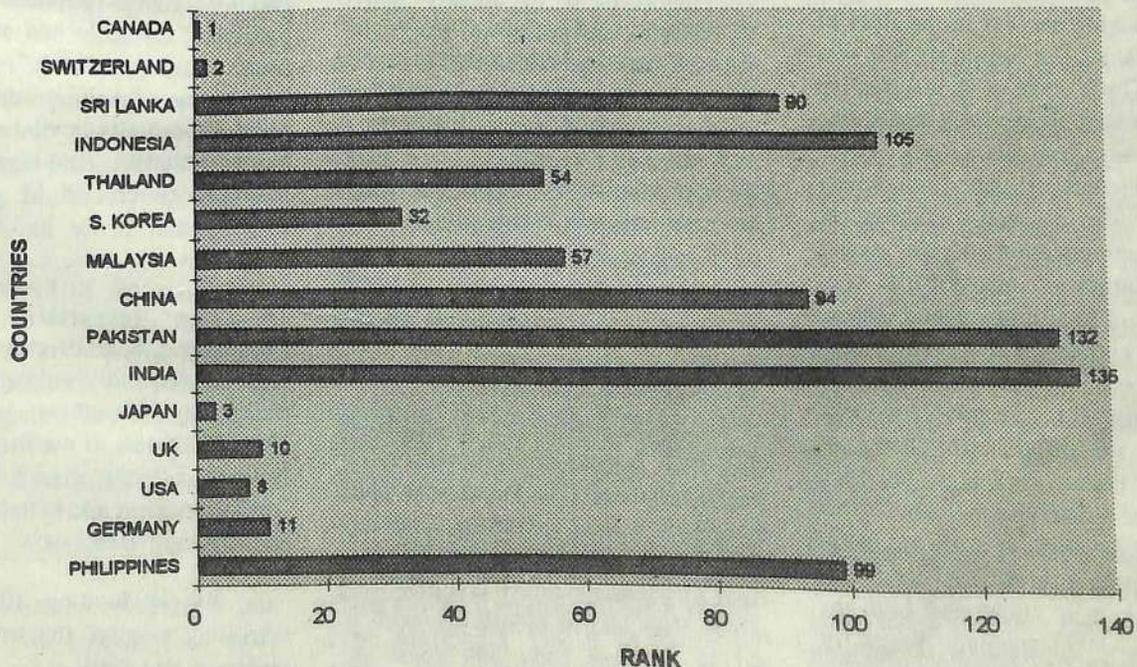
- 17 million people added every year which is equal to total population of Australia.
- 350 million people live in absolute poverty.
- GNP US\$ 330 per capita only.
- 750 million people without access to sanitation (85%).
- India ranked 135 out of 173 countries in the Human Dev. Index.
- Adult literacy rate 52% only. Women literacy rate only 39%.
- Infant mortality rate as high as 89 per 1,000 live births.
- Population Density - 268 people per KM.

PRIA's NEW PERIODICALS

Society for Participatory Research in Asia (PRIA) has recently published the first issue of its new periodical **Participation and Governance**. The bulletin will present, in a popular form, case studies, thematic notes, research results, learning materials and new experiments around the theme of participation and governance. It will emphasise PRIA's perspective of 'empowerment through knowledge and learning', particularly indigenous knowledge and concrete experience. Published three times a year in English and Hindi.

PRIA has also brought out another new bulletin "**Occupational and Environmental Health**". The aim of the bulletin is to build holistic and comprehensive movement towards making working and living places safer and healthier.

HUMAN DEVELOPMENT INDEX



(TOTAL 173 COUNTRIES)

Source: Confederation of Indian Industry

MOBILISATION OF COMMUNITY ESSENTIAL FOR LITERACY PROMOTION

The Hindustan Times in its recent editorial entitled 'Funding Literacy' has emphasised the need to mobilise the community and to involve locally active NGOs for the success of adult education programme. It has stressed the need to provide opportunities for continuing education so that the neo-literates do not relapse back into illiteracy. It has made some significant suggestions for the success of the programme. The editorial is reproduced below for the benefit of our readers:

"A proposal approved by the Union Cabinet for funding voluntary agencies in the field of literacy is a step in the right direction. The successful literacy campaign in Kerala rested almost solely on the bedrock of voluntarism thereby demolishing the myth that the resource crunch is the main hurdle in the way of achieving success in the field of literacy. The Kerala success was also on account of its imaginative approach in devising tools like literacy festivals, study visits, Kalajathas, etc. The Government will also do well to accept the recommendation of an expert committee to abandon the concept of total literacy, and instead concentrate on achieving a high success rate among identified groups. It is common knowledge that the officials in charge of total literacy campaigns are often under great pressure to tamper with statistics. It is always better to resort to mid-way corrections rather than fudge and blur the facts. Widespread disuse of literacy skills and lack of opportunities for continuing education often result in neo-literates relapsing into illiteracy. Therefore

the Government needs to pay attention to post-literacy campaigns as well. The task in the Hindi belt is indeed onerous where the vested interests often move in to frustrate even modest schemes. Happily, things are beginning to change. For example, the UNICEF-sponsored Bihar Education Project has succeeded in increasing the enrolment in primary schools and checking the high rates of school dropouts.

The northern States can learn a lesson from the Kerala model. In Kerala the mass literacy campaign was carefully planned and meticulously executed. The campaign also relied on person-to-person contact and community involvement. While financial resources are important and necessary, these are not sufficient to ensure success of educational programmes. A host of supporting measures is required like mobilisation of the community, involvement of locally active NGOs, and a careful analysis of community values and attitudes towards education. Success in the field of literacy requires a sense of commitment and a sense of purpose. The northern States will have to demonstrate that they possess both".

PATERNITY LEAVE COMPULSORY IN SWEDEN

Paternity leave, a rare luxury elsewhere, is to become compulsory for Swedish fathers. The Parliament voted to impose a new law from 1 January 1995 under which fathers will lose a right to generous salary compensation unless they take a month off work to devote to their baby and share the family burden. (The Island, 3rd June, 1994).

WHEN A WOMAN IS EDUCATED

The link between literacy and women's social status is undeniable. According to the preparatory documents for the World Summit for Social Development, which will be held in Copenhagen in March 1995, education decisively determines a woman's access to paid employment, her earning capacity, her overall well-being and contributions to her family and to the society.

The Draft Declaration and Programme of Action of the Social Summit make a strong case for educating women as part of the solution to the Summit core issues: poverty, unemployment and social disintegration.

A basic premise of the draft Programme of Action is that unequal access to resources, technology and knowledge has created unequal growth and led to increasing socio-economic inequality, both within and among nations. "Universal and equitable access to basic education for all children, young people and adults, in particular for girls and women, is a fundamental priority", the Draft Programme of Action states. Ensuring equal opportunity is vital to a sense of human security. And human security, in turn, is crucial to safeguarding stability and peace in our world, it points out.

The inspiration for the Copenhagen Summit grows out of the General Assembly's determination, in the coming 50th anniversary year of the United Nations, to reaffirm the United Nations Charter goal of promoting "social progress and better standards of life in larger freedom".

By eradicating illiteracy and educating women, the world may get closer to that goal.

Source : UN Focus on Women

DOCUMENTS

Distance Education : An Interface. Hyderabad, Dr. BR Ambedkar Open University, 1994. 187p.

The volume containing 24 research papers by the teaching staff of Dr. BR Ambedkar Open University reflects a variety of issues in distance education ranging from increasing access, changing sociology of student profiles, drop-outs, training needs, the electronic class room, the networking and learners friendly support service.

Kweka, A.N. **Adult Education for Self-reliance in Community Health Education Programme - A case study from Tanzania.** Bonn, Adult Education and Development, No.42, 1994 pp.7-16.

The paper analyses problems of organising adult education programmes for community health at the grassroot. This study is based on evaluation of a programme organised by the government with a donor agency in the Lake Victoria Zone of Northern Tanzania. The objectives of the programme were to provide training in health, sanitation and water and create among the villages the capabilities for self reliance in community health education at the grassroot.

The content of the programme was divided into three parts: Primer I - Construction of Rock Wells; Primer II - Nutrition, Sanitation and Health; and Primer III - Latrine construction.

Hansraj. **Fundamentals of Demography.** New Delhi, Surjeet Publications, 1988. 130 p. Rs.195/-.

The document is divided into three parts: Part I deals with basic principles of demography. In this part some aspects of demography such as mortality, fertility, birth rate, death rate, census etc. have been discussed. Part II of the volume is devoted to study

of population problems of some selected countries of world, including the USA, UK, USSR, Sri Lanka, Japan and China. India's population problems have been discussed in Part III of the volume.

Ayodhya, P. and Papa, K. **People centred development through educational intervention.** Journal of Rural Development, Vol.12(6), pp 617-632(1993).

The authors feel that people centred development can be brought about by empowering the people for participation through adult education. Radical educators like Freire, Goulet, Giroux and Gran also stress the empowerment of the poor through adult education for their liberation. Adult Education should combine both the process and content objectives and should contribute to breaking the monopoly of power and resources of those who presently exercise and protect it and build the capacity of self reliance among the poor.

In order to achieve the goals of people centred development comprehensive adult education addresses itself to strengthening the material base, creating alternative values, building participatory organisations and network relations of support and sensitization through skill development. All of them should be addressed at the same time, with equal emphasis.

DAE. **The Literacy Campaign in Birbhum District of West Bengal.** New Delhi, Directorate of Adult Education, Govt. of India, 1993; 40 pp.

A massive internal exercise was undertaken, involving a sample of about two lakh learners by the Birbhum Zila Saksharata Samiti in February 1992. The analysis of the data shows that of the learners in the combined age groups (9-14) and (15-50) more than 70% had obtained marks in excess of the standard laid down by NLM.

The percentage of learners who qualified in the final evaluation was 92.44 and 95.38 for external and internal evaluation respectively. Out of total learners population of 6,57,655 who were deemed ready for evaluation 6,07,936 learners had attained the NLM norms. Thus the success of the Birbhum TLC measured against the illiterate target population was 83.25% out of the estimated population (above 6 years) of Birbhum of 20,39,231 persons, the pre TLC illiterate population was 10,20,909. If the figure of 6,07,936 neo literates was added to this figure and roughly 14,000 children in the 6-8 years age group who were admitted to the existing primary schools in the previous year, the literate population of the district came to 16,42,845 which was 80.56% of the total population aged 6 years and above. The Birbhum achieved total literacy as per the NLM norm.

The most visible gain of literacy campaign is that throughout this programme there has been an increase of 6,04,417 number of literates in the district.

The impact of the TLC has ensured a 25% increase in enrolment and attendance in primary schools. The dropout rate has also fallen. Immunization and sterilization figures for the current year have shown an all time increase. The TLC has increased social inter-course among different classes, caste and religious groups and this has had a good impact in fostering communal harmony and social stability. The TLC has had a greater response among women, specially these of the minority community.

Liberal Times. Vol.II, No.3. 1994. The magazine introduces liberal alternatives to the organization of political, economic and intellectual life into the public debate, alternatives based on the principles of freedom of the individual, self-reliance and autonomy, human rights and the rule of law.

This special issue is devoted to the genesis and development of NGOs in South Asia. NGOs are not a new phenomenon in this region. In their earlier incarnation of voluntary organisations they worked more as healing angels ameliorating poverty. Today, though the voluntary spirit is very visible, the characteristics of the organisations have undergone a sea change. They have become diversified and professionalized. They are becoming more and more of peoples voice.

Some of the articles in this issue are:

1. Social Action Takes Root in Nepal
2. Commitment, Competence and Accountability - An Indian Perspective
3. Observation of an Insider (A First hand account of a multi-faceted NGO)
4. NGO at crossroads in Pakistan
5. Whither NGOs in Sri Lanka
6. Ongoing Battle : NGO and Foreign Donors

Ramakrishnan, K. and others. Total Literacy Campaign in the Union Territory of Pondicherry : An Evaluation. Coimbatore, Bharathiar University, July 1993 p.153.

This report is divided into eight chapters.

Chapter I is a brief description of the relevant details, Union Territory of Pondicherry, the origin of PTLC and other background information.

Chapter II presents the research methodology adopted for the study.

The profile of the adult learners is presented in Chapter III. Ninety percent of the learners were from the intended target group (9-45) and women outnumbered men by about 3 times. More than half of the learners were

school drop-outs. Nearly eighty percent of the learners were regular in attending literacy classes and also practised at home. More than two-thirds of the learners received constructive support from family members. Majority of the learners wanted literacy classes to continue for another 6 months.

The literacy assessment, in Chapter IV, indicates that 90% of the learners had obtained the skill to read and answer simple questions pertaining to their personal data. Nearly two thirds of the learners were able to read a simple passage and comprehend. Almost all the sampled learners were capable of mentally doing simple arithmetic involving two digits. However, numeracy through reading sums and writing the answers, was not possible for a significant proportion of learners.

Chapter V describes and evaluates the strategy, organisation structure and processes adopted by the Pondicherry Total Literacy Campaign. The first section describes the strengths of the Campaign Strategy - a) creating the motivation for literacy through environment building process, b) extensive community involvement, c) voluntarism, and d) organisational flexibility. An assessment of the campaign strategy is made in comparison with the traditional strategies, using a theoretical framework appropriate for interventions intended to bring about the change. The second section brings out the suitability of the organisation structure and culture of Pondicherry Arivoli Iyakkam (PAI) for achieving the campaign goals. The third section focuses on the functioning of PAI with particular reference to the following processes - environment building, training and monitoring. While the environment building process has been managed very effectively, the same cannot be said about the training and monitoring process.

An understanding of the commu-

nity involvement in the campaign, the modalities by which community support was sought to be mobilised and the extent of success achieved are the themes discussed in Chapter VI. It concludes stating that PTLC succeeded in mobilising broad-based community participation with practically all sections of the society participating in it, thus making it truly "people's movement". However, the degree of participation ranged from total dedication and commitment to indifference and sometimes hostility.

Chapter VII assesses the social impact of PTLC. It has made a reasonably good impact on the nearly 60,000 illiterates in the UT of Pondicherry by helping them acquire basic literacy. However, due to certain inherent constraints, it could not make much of an impact on the functionality and awareness component of the illiterate's learning. Next to the illiterates, it was on the youth (who participated in the campaign as Volunteer Instructors and Organisers) that the PTLC has had a major impact by bringing about a qualitative change in their mental make-up and developing their personality.

Chapter VIII describes the TLC in Mahe. The evaluation study indicates that the TLC implementation has been successful as a people's movement. However, post-literacy efforts are totally absent, which could lead to the fragile literacy of the neo-literates being lost in course of time.

It has been recommended that the total literacy campaign, though a time-bound project should not be allowed to terminate abruptly. More efforts are required to initiate post-literacy programmes and get them converted to a sustained people's activity of continuing education, particularly if the broader objectives of awareness and functionality are to be achieved fully.

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DEVELOPMENT OF TECHNICAL SKILLS IN ADULT EDUCATION STRESSED

Prof. Kuldeep Mathur, Director, National Institute of Educational Planning and Administration (NIEPA) said in New Delhi on December 9, 1994 that adult education was undergoing a tremendous amount of change because of new economic policy and globalisation. It had not only to impart reading, writing and arithmetic (3R's) but also to develop technical skills in the people like computer literacy.

Prof. Mathur was delivering the valedictory address of the Research Methodology Course organised by the Indian Adult Education Association in New Delhi from Nov 30 - Dec 9, 1994.

He said that adult education had an important role to play in the new economic policy. The people have to be provided skills so that they could keep their jobs intact and improve their quality of life in the changing scenario of the country. He said that in globalisation high level of skills were needed. Globalisation, he feared, would result in lot of unemployment in illiterate and unskilled people. Adult educators have the responsibility to provide the necessary education and skills to these people so that they could compete and lead fruitful and meaningful life.

The workers if not skilled would soon be unemployed, he opined. He said precision and direction were very important in the present era. Education, he said,

that people should be educated, he emphasised.

Earlier, Shri J.L. Sachdeva, Director, IAEA said that adult education as a national programme has to work with other development agencies. If this was achieved, he said, there would be improvement in health, sanitation, better environment conservation and the like. He stressed the need to undertake action and applied researches so that the adult education programme in the country gets the necessary support and the needed direction.

Smt. Kamala Rana, Vice-President, IAEA in her concluding remarks and vote of thanks said that the researchers should give some practical and implemental recommendations. Recommendations, she said, should be in the form of 'actions to be taken'. Social researches would go a long way in social and economic development of the people, she felt.

The course was inaugurated by Prof. K.D. Gangrade, former Pro Vice-Chancellor, Delhi University on Nov 30, 1994. He said that for conducting research the knowledge of the people

**THE IAEA
NEWSLETTER
WISHES ITS
READERS A HAPPY
AND PROSPEROUS
NEW YEAR**

had become an issue of economic survival and thus an important instrument in alleviation of poverty. For research in adult education, Prof. Mathur said that conceptualisation of the concept and how it could be operationalised were very essential. Research methods which bias the results should be avoided.

Political awareness was one very important fallout of education, Prof. Mathur said. Education was also an important means of empowerment. For effective administration it was essential

Contd...

with whom work was to be under taken was very essential. Working with the people was adult education technology, he said.

Prof. Gangrade said that observation was very essential for any research because it creates lot of information and insight. The purpose of enquiry was equally important. The purpose must be very clear and in no way should be vague, he emphasised. In research, he said, minutest planning was needed.

Shri BS Garg, President, IAEA in his presidential remarks said that reliability of research was very essential. The research, he said, should be field oriented and need-based. Researchers, he said, should be closely associated with the community so that their problems could be studied and effective methods to solve their problems could be undertaken.

Shri KC Choudhary, General Secretary, IAEA in his vote of thanks said that purpose and mission for doing research must be clear in the people working in research in adult education. He said that researchers should find out how their research could be useful to the society at large before conducting any research.

Shri BR Vyas, former Additional Director of Education, Delhi Administration and Executive Committee member of IAEA also spoke on the occasion.

The subjects covered in the course were a) Perspectives in Adult Education Research; b) Tools & Techniques in Research with special reference to Adult Education, Continuing Education and Population Education; c) Sampling Techniques; d) Research Design - Preparation and Evaluation; e) Methods of Research - Historical & Survey Methods; f) Identifying Research Topics in Adult Education, Continuing Education and Population Education; g) Action and Applied Researches in Adult Education - Case Studies; h) Experience and

Problems of Conducting Research at Grass Root Level; i) Research in Adult Education - Priorities and Issues; j) TLC Evaluation : Processes and Problems; k) Computer Application for Data Analysis; l) Diological & Participatory Researches; m) Improving Research through Qualitative Analysis; and n) Research in Population Education.

In addition to IAEA's own faculty, the resource support was provided by Shri RS Mathur, Additional Director, Directorate of Adult Education; Dr. PK Bhargava, Directorate of Adult Education; Dr. V Venkata Seshiah, Additional Director, Directorate of Adult Education; Shri Chandan Datta, Society for Participatory Research in Asia; Prof. RR Singh, Professor, Department of Social Work, Delhi University; Dr. JP Gupta, Joint Director, Directorate of Adult Education; Dr. Pramila Menon, Associate Fellow, NIEPA; Dr.(Mrs) Mridula Seth, Reader, Lady Irwin College, New Delhi; Dr. SY Shah, Acting Director, Adult Education Unit, Jawaharlal Nehru University; Dr. YP Aggarwal, Fellow, NIEPA; Dr. KS Pillai, Director, Centre for Adult, Continuing Education and Extension, University of Kerala; and Dr. MV Lakshmi Reddy, Assistant Director, Regional Service Division, IGNOU.

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

17 participants from Andhra Pradesh, Delhi, Haryana, Karnataka, Kerala, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh and West Bengal attended. They represented Departments/Centres of Adult, Continuing Education in the Universities, SRCs, DIET and voluntary organisations.

Lalita Ramdas Elected President ICAE

Smt. Lalita Ramdas has been elected President of the International Council for Adult Education (ICAE) at its meeting in Cairo(Egypt) in September this year.

She is Founder and Director of 'ANKUR' a Society for Alternative Education, and President, Delhi Saksharta Samiti, New Delhi. She has actively worked for education of women and children in India.

Smt. Ramdas was a member of the Executive Committee of ICAE (1990-94), regional coordinator of ICAE International Literacy Support Service (ILSS).

Our Congratulations!

Malcolm Adiseshiah Passes Away

We deeply regret to record the death of Dr. Malcolm S Adiseshiah, former President, Indian Adult Education Association in Madras on November 21, 1994. He was 84.

Dr. Adiseshiah was Deputy Director-General, UNESCO, Vice-Chancellor, Madras University, Rajya Sabha Member and Chairman, Madras Institute of Development Studies.

The Executive Committee of IAEA condoled the death of Dr. Adiseshiah at its meeting in New Delhi on November 29, 1994.

ALBSU study reports young British adults have poor literacy and numeracy skills

In March 1994, the British Adult Literacy and Basic Skills Unit (ALBSU) published a report entitled *The Basic Skills of Young Adults*, containing the findings of a survey of a representative group of 1,650 young people from the 1970 British Cohort Study living in England and Wales. The Social Statistics Research Unit enquired into experience in education, training and employment, asked about problems with literacy and numeracy since leaving school, and set assessment tasks in these skills. Both self-reporting and objective assessment were used to generate the results. Only 12% of the group said that they had problems since leaving school, but on the basis of those taking the assessment tasks, almost 19% were at or below Foundation Level in ALBSU's Communication Standards, and 20% were below Foundation level in numeracy. Only 12% passed all four literacy levels, and 25% all of the numeracy levels. Results were closely linked to family background, but few differences were noted between men and women.

For further information, contact: ALBSU, 7th Floor, Commonwealth House, 1-19 New Oxford Street, London WC1A 1NU, United Kingdom.

-Courtesy : Unesco Adult Education Information Notes

Backward Schools Not Needed : Rao

Prime Minister Narasimha Rao declared that when we may have backward areas, backward sectors, "we cannot afford to have backward schools."

Delivering the keynote address at a function to make an affirmation of

national commitment to Universal Primary Education "The Literate Child - Towards Fulfilling A Promise" in New Delhi on November 14, 1994, he said the aim of "Operation Blackboard" was to standardise educational infrastructure for every primary school.

He said children all over the country should get equal opportunity to go to same type of schools.

Non-formal education where learners could learn at their own pace was another area where new and creative approach was being tested by the 1986 policy, he said.

Mr. Narasimha Rao said that in the country with sub-continental dimensions one cannot plan for universalisation of primary education on a countrywide basis. The planning emphasis has to be decentralised and shifted to districts and local level with District Primary Education programmes, low female literacy programmes, programmes looking into the needs of the girls and the disadvantaged.

The strategy has to be studied and tailored to the situation with sympathetic understanding of the local conditions, he pointed out. "Methodology of Kerala cannot be applied to Bihar of today."

The Economic restructuring is going to release funds to the Government, he said, which will be available for the social sectors like education, health which are to be augmented with funds from the public and private institutions.

Community must ensure that children go to primary school or get non-formal schooling, it is the job of the gram pradhan and see that learning a joyful experience for children. Governments, NGOs, volunteers should all build linkages and raise sufficient resources and see that it is optimally utilised. They must take up universal primary education with the "same zeal"

as they took up universal adult literacy programmes, he added.

The central task was to minimise drop-outs and find out why parents were fulfilling all obligations but not of education. Why ordinary parents were ready to pay Rs.5, Rs.25, to send their child to a English medium school even in small villages and not to Zila Parishad schools. Education is a question of love of detail, we have to mould them 'child has a clean slate it all depends on us what we want to write and make them and we cannot do it from Delhi or Bombay, he said.

The Government had tried mid-day meals and free education and if need be, money could be given to those 'genuine' parents who had to send child to work for earning money.

Mr. Rao urged industrial sector to help in a big way in this effort by adoption of villages and financing of NGOs involved in this work. Linkages with industrial houses could lead to more meaningful curriculum in keeping with the needs of industry. This kind of interaction had paid rich dividends to society in a country like UK, he added.

Died : Mrs. Lakshmi Menon, President, All India Committee on Eradication of Illiteracy among Women on November 30, 1994 in Trivandrum. She was 95.

Shri AC Sen, President, AVARD (Association of Voluntary Agencies for Rural Development) in New Delhi on October 23, 1994. He was 68.

noted adult educator **Prembhai** of Banwasi Sewa Ashram, Govindpur, Distt. Sonbhadra, UP.

International/Regional Meets

ICEA World Conference in Thailand

The International Community Education Association will be organising its seventh World Conference in Jomtien, Thailand from July 31-August 04, 1995.

The theme is "Sustainable Development through Community Education".

Further information can be had from Alan Blackhurst, Secretary-General, ICEA International Office, Lynn Hall, Blackberry Lane, Coventry, CV23 JS, UK.

South Asian Meet for Developing Perspectives on Post Literacy and Continuing Education

The Campaign for Popular Education (CAMPE) and Asian-South Pacific Bureau of Adult Education (ASPBAE) organised a South Asian Experts' Meeting for Developing Perspectives on Post-Literacy and Continuing Education at Dhaka (Bangladesh) from November 19-22, 1994. 18 experts from five countries viz., Bangladesh, Bhutan, India, Nepal and Pakistan attended.

The objectives of the meeting were:

1. To analyse the socio-cultural context of the South Asian Countries for launching continuing education programme;

2. To review and share present strategy for continuing education practices in South Asian Countries;

3. To design a sustainable strategy for continuing education programme considering the context of the region;

4. To identify the scope and areas of continuing education activities.

Shri Ramesh Thanvi from India presented the theme paper. The Indian scenario was presented by Dr. Varsha Das, Editor, NBT. Dr. Om Srivastava, Regional Coordinator, ASPBAE spoke on framework for building perspective.

The participants worked on these perspectives in three different groups which were synthesised and finalised as follows:

Vision

Creating a society which is

- Democratic and Decentralized
- Initiated in self-learning and self-planning
- Self-reliant

and based on

- Indigenous wisdom of the people
- Social justice
- Equity and Harmony

Objectives

- Promote learning Opportunities for every member of the society
- Facilitate learner in becoming self-reliant and functionally capable to handle the life in a better manner
- Foster equity and harmony to create opportunities for personal and multi-dimensional growth
- Build a workable mechanism or structure in accordance with the national policy or plan taking care of basic or felt needs of the clientele and area.

Strategy

At local level

- Establish local level forum/committee for literacy, post-literacy and continuing education campaign ensuring representation of women

- and other deprived sections.
- Develop and disseminate learner centred/generated materials.
- Establish community learning centres to ensure regular reading, training (skill development) and cultural activities.
- Develop broad-based PL materials incorporating various subjects of Continuing Education.
- Involve local administration and mass media to support the programme with human and financial resources.
- Sustainability of the programme by the community.

At national level

- Pursuing the Government to take into consideration the experience of NGOs and local level initiatives in PL & CE policy framing.
- Finding linkages between formal and non-formal education system at every level.
- Establishment of special division of PL & CE in the Government for greater commitment with adequate resource backing.
- A proper network for information and dissemination, and exchange of materials.
- Advocating and lobbying for PL & CE programmes by generating people's support.
- Involve print and audio-visual mass media in PL & CL programme.
- Federation for PL & CE of GO, NGO, Civil society & donors.

At regional level

- Regional commitment endorsed by SAARC forum to further strengthen literacy and CE.
- Capacity building of GOS & NGOs at regional level.
- Provide exchange of information and ideas of other countries.
- Coordinate with national level organizations for resource building.

-Varsha Das, NBT

SRCs/Shramik Vidyapeeths

SRC, JMI, Delhi

The State Resource Centre(SRC), Jamia Millia Islamia has produced post-literacy material in Hindi and Urdu. 'Hum Padhen' in Hindi and 'Hum Khud Padhen' in Urdu have been brought out.

The SRC has also brought out a number of posters on uses of literacy to motivate the non-literates. It has also published posters on Environmental Conservation and Communal Harmony.

It has brought out Audio-Cassettes on (i) Suraj Hamara Hoga and (ii) Kitaben Kaht Hai, and (iii) a Cassette on folk songs.

The SRC has also prepared 'Nukkad Nataks' on literacy. It collaborated with Delhi School Literacy Project (DSLPP) on training teachers and students on writing script of Nukkad Nataks and to train them in the art of street theatre and how to stage plays.

The SRC was involved in conduct of number of training programmes for KRPs, MTs, VTs. It also organised Post Literacy training programmes for the functionaries of Dr. AV Baliga Memorial Trust. It also trained 109 trainees of Delhi Schools and voluntary organisations.

The SRC, JMI has conducted 10 training programmes for KRPs and MTs in TLC districts of six states.

It distributed 6955 literacy kits to different agencies in Delhi and other States of the country.

The SRC organised a 9 day legal literacy workshop in collaboration with NLM and YWCA in New Delhi in June-July 1994. The workshop studied the legal literacy needs and problems of women and other disadvantaged groups, developed and finalised material on identified problems of the field after pre testing.

The workshop was inaugurated by Shri Surendra Nath, IAS Chief Labour Commissioner, Government of India. Shri Sudeep Banerjee, IAS Director-General, NLM delivered the key-note address.

40 participants from various TLC districts, SRCs, Legal Aid Cells, educational institutions and VAs attended.

SRC, J & K

The J&K State Resource Centre, University of Kashmir, Srinagar organised a Writers-cum-Media Persons Orientation and Sensitization towards Adult Literacy Programme in J&K State in Leh on July 7-8, 1994.

The main objectives of the Workshop were:

1) to identify a core group of the creative Writers/Media persons who are known for their literacy contributions and could associate themselves with the literacy work in Ladakh region.

2) to create and build awareness among media men to the basic objectives of National Literacy Mission.

Dr. DS Mishra, Deputy Director, DAE participated as a Resource Person. He stressed the need on the meaningful participation of the masses in the literacy activities. Dr. Mishra said that writers and mediemen could help to guide self learning activities and to produce relevant literature for the non-literates and the neo-literates.

After two days of deliberations the workshop made the following suggestions:

1) General awareness programme in the far flung areas should be launched so as to make the masses, specially women, aware about their health, hygiene, immunization, nutrition, sanitation, family welfare and also their rights and duties.

2) Writers should have a liberty to use any language for expression. Audio-visual material in the form of films, posters, maps, charts, radio and TV slots should

be produced in the local language.

3) The masses should be involved in this programme so as to make it a movement.

4) Media people like Radio and TV artists could play a very important role in promoting literacy as they have great influence upon public life.

5) The Buddhist organisations in Leh should be actively associated with the programme.

17 participants including writers and media men attended the programme.

Delhi Shramik Vidyapeeth

The Shramik Vidyapeeth, Delhi, Directorate of Adult Education, Ministry of HRD in collaboration with the Slum Wing of Municipal Corporation started a vocational training centre in West Delhi on November 1, 1994. It was inaugurated by Shri Ajay Makkhan, MLA, Delhi Government.

The West Delhi Centre will organise need based programmes in non-formal education for school dropouts, coaching and remedial education for school going children, adult education classes for men and women.

It will also organise vocational courses in house wiring; repairs of electrical home appliances, radio, transistor and tape recorder; TV assembly and repair, beauty, culture and health care; plumbing, cutting, tailoring and embroidery, knitting, toy making, refrigeration and air-conditioning and intercom and telephone instruments repair.

The following income-generating programmes will also be organised: Agarbatti making, Candle making, Chalk making, Tie and Dye, Block Printing, School Bag making, Book Binding, and File Cover making.

The Vidyapeeth will also arrange loans for self employment. No fee will be charged from women.

Malthus and Gandhi

K.B. Sahay

In 1798, Malthus published his classical work on population entitled "An Essay on the Principle of Population". He based his theory on two basic postulates: "First, that food is necessary to the existence of man. Secondly, that the passion between the sexes is necessary and will remain nearly in its present state".

Having stated these he made the following assertions: "Assuming that my postulates as granted, I say that the power of population is indefinitely greater than the power in the earth to produce subsistence for men. Population if unchecked increases in a geometric ratio. Subsistence increases in an arithmetic ratio. A slight acquaintance with numbers will show the immensity of the first power in comparison of the second."

Finally, Malthus concluded that population growth would therefore be halted if it outgrew the limits of availability of food required for subsistence. This according to him could happen in two ways: (i) positive checks such as hunger, famine and pestilence, and (ii) preventive checks such as the realisation of difficulties in having many children which would act as deterrent to procreate large families.

It is interesting to note that, when Malthus predicted that the world would run out of food to feed its growing population resulting in famines and deaths, the world population was not even one billion. Agreed, the world did suffer famines before 1945 but, surprisingly, the Malthusian predictions have not generally come true during the past five decades when the world population increased from around 2.3 billion in 1950 to the present 5.7 billion registering the highest ever growth rate.

Argument

Does this experience of no-famine during the past half a century disprove Malthusian theory as the neo-Malthusbashers assert, while using this as a convenient front for an argument against population control? The issue requires closer scrutiny.

Population growth rate is the difference between birth and death rates. Advances in medical science by way of eradication of epidemics, victory over many fatal diseases such as TB etc. and invention of several vaccines have resulted in remarkable fall in death rate including infant mortality leading to considerable increase in life expectancy. Though a decline in the death rate has a potential to increase the population growth rate, but the decline in infant mortality and rise in life expectancy also provide confidence in the survival of the progenies which in turn wean people from procreating more children. This finally results in a decline in the population growth rate.

However, the situation in most of the Third World countries is still Malthusian i.e. population is increasing rapidly despite their free access to all the medical advancements and the up-to-date contraceptives. Why this dichotomy? The reason for this is the difference between the economic growths of the developed and the developing nations.

Infant mortality

Indeed, the strongest motivation for birth control comes from the economic constraints. Once the standard of living of a family goes up to a level where an additional child would mean added responsibility and sharing of resources that may adversely affect their existing standard of living, the family

resorts to birth control. Other features such as a decline in infant mortality, increase in life expectancy and availability of contraceptives, etc., play an important but secondary role in the success of family planning programmes.

Early industrialisation duly supported by the loot from the colonised Third World led to the exorbitant enrichment of the First World. Further, the decline of feudalism and rise of communism resulted in more equitable distribution of wealth not only in the communist countries but also in the capitalist ones as a fallout of the happenings in the former. And these economic prosperities and changes led to the success of family planning in the First World nations resulting in the stabilisation of their population.

Though colonialism ended about half a century ago, the economic exploitation of the Third World countries continues even today. For instance, about 80 per cent of the gross world product is consumed by the developed countries that constitute only 20 per cent of the world population, while the developing countries comprising 50 per cent of the world population get only 15 per cent of the gross world product for their consumption.

Unfortunately, even within a country in the Third World, there prevails extreme disparity in the distribution of the products of economic growth. In India, for instance, the top 20 per cent of the people consume about 40 per cent of the economic growth outputs. And this economic deprivation of the large percentage of people is the main cause of India's failure in controlling its rapidly increasing population.

Coming to the Malthus' premise of earth's power to produce subsistence

in arithmetic progression, it is increasingly becoming evident that the assertion is flawed. The spectacular increase in food production during the Green Revolution of the sixties did provide a respite to the world from the worrying food situation but now it is being realised that there is an upper limit to subsistence production and earth cannot produce food indefinitely even at a slower pace of arithmetic progression. Dr. Norman Borlaug in his Noble Prize acceptance speech in 1970 cautioned that whatever was being done by way of increasing food production, would give us a breathing time of no more than 30 years which should be used to tame the population monster.

Not only food, but the sustainability of the ever growing demands of other subsistence parameters such as water, fuel or even clean air is becoming increasingly doubtful. It is evident now that the rapacious consumption and wasteful lifestyle of the rich are sure to cause irreparable damage to the earth's finite resources. Also, the harmful and inescapable side-effects of technology are now too evident to consider it as a limitless solution given to the human's greedy demands. Indeed the world has been forced to remind itself of the Gandhian caution that nature can provide for everybody's need but not for people's greed.

Poverty

The inability of the state in the Third World countries to eradicate poverty prevailing in a very large section of its people while a small percentage live a life of blatant and vulgar consumerism has virtually left it with no face to press the poor to limit the size of their families. Even internationally the developed countries have lost all moral justification to ask the poor of the Third World to check their population growth. The poor too do not realise the importance of limiting their number of children if at all for the sake of their own women and children who are the real sufferers.

Gandhi's critique of industrialisation and the sinful consumerism is rather too well known to need any reiteration. But not well known are his views on population. Many do not know that there exists effective mechanisms in the Gandhian model to take care of any situation of the Malthusian kind.

Gandhi did not believe that, if the population increase was not checked by using artificial means of contraception, the world would perish for want of food. He believed that the Earth had enough for everybody's need but not for people's greed. He was of the firm opinion that, if only women could realise that they were not subordinate to men and were free, there would not remain any need for contraceptives. The problem, according to Gandhi, was that women did not resist the husbands when they wanted sex and hence Gandhi wanted women to develop courage and learn to say "no".

Sterilisation

He was quite opposed to the use of any contraceptive as he considered sex without the objective of procreation harmful both for the individuals and the society. However, Gandhi was not - and this is very important and revealing - opposed to male sterilisation. While opposing sterilisation of women, he said that he would not care if men, who are after all the 'aakramankari' (the aggressors) got themselves sterilised voluntarily. (Sarvodaya, p 71).

Thus, the Gandhian model's in-built mechanisms to forestall any population crisis are hence twofold; first, consumption according to one's need (and not greed) thus promoting equitable distribution of wealth resulting in poverty alleviation, and no "sex-violence" by men failing which voluntary sterilisation of males.

It is a pity that, in India, male sterilisation is a forbidden word for the

politicians and the Government and the most despised term for our men. It is indeed ironical that our women fight for the right to abortion to get rid of unwanted pregnancies but never raise their voice to demand sterilisation of men after the couple have the desired number of children. Surely the women should not misuse abortion - which Gandhi considered inhuman - as a spacing method of family planning.

In my opinion, it is totally erroneous to believe that men would willingly take part in family planning once better male contraceptive techniques or drugs are invented and made available to them. What is required is an attitudinal change in men, making them responsible and non-aggressive participants in the process of procreation.

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 September 1995.

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

Formal entry qualifications are not necessary but experience in trade union and in adult education and active record in community and labour movement is preferable.

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

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Documents

Tilak, Jandhyala B.G., **External and Internal Resources Mobilization for Education for All: Discussion Paper. Education for All Summit of Nine High Population countries, New Delhi, December 1993.** New Delhi, National Institute of Educational Planning and Administration (NIEPA). 1993 pp. 34+4.

The paper presents the following facts on public expenditure on Basic Education:

1) Total and per capita expenditure on education in the world increased in real prices rapidly during the last 2-3 decades. But the growth in some of the developing economies has not been commensurate with the rates of economic growth. The requirements of the education systems' are much higher than the levels of availability of resources.

2) While in many developed countries, about six percent of GNP is allocated to education, in developing countries the corresponding figure is less than four per cent, and in Asian and African countries it is further less.

3) As a proportion of GNP, very little amount are being invested in primary education in several countries. But the intra-sectoral allocation of resources in education seems to be improving over time in some of the developing countries in favour of primary education.

4) Most educational budgets are current budgets with insignificant proportions being allocated to items that lead to capital formation like buildings, furniture, etc. scanty amounts are available for non recurring items. The needed physical capital formation does not take place in education sector in general, and primary education in specific.

5) Expenditure on primary education per student is trivial in many developing countries (a) relative to the

needs of primary education system (b) in comparison with other levels of education and (c) compared to the developed countries. The present level of spending per student in developing countries are hardly adequate to provide meaningful quality education for all more importantly in some of the developing countries the real expenditure per student has declined over the years.

6) Government has been the major financier of basic education in developing countries, the non-governmental sources dwindling rapidly.

7) Major systematic attempts to raise non-governmental finances need to be confined to higher education. But in case of basic education, the role of the community is believed to be potentially significant. At the same time there appears to be no case for fees, nor for increased role of private sector in basic education.

The papers also raises some of the policy implications on mobilizing external resources:

a) External assistance will play an important catalytic role in the development of education, but it is too much to expect that it will solve the financial problems of education in developing countries substantially.

b) Externally aided projects should become sustainable over time.

c) The shift in aid programmes in favour of education, and more specifically in favour of basic education needs to be strengthened and sustained.

d) The international donor community including the bilateral and multilateral agencies should substantially raise their support for education in developing countries, and may also fix a norm regarding the minimum level of the share of education in their development aid programmes, and the share of basic education in their education aid programme.

Vasudevan, Salochana. **Balsevika Training in India.** New Delhi, National Institute of Public Cooperation and Child Development (NIPCCD), 1994. 83p.

The main objective of the study were:

1) to study the organisational and administrative set up of the training centres and assess their functional efficiency;

2) to ascertain the extent to which the training of Balsevikas meet the job requirements of grass-roots level child care workers employed in different programmes of early childhood care and education;

3) to assess the quality of training imparted in terms of content and methodology and to identify gaps, if any, in syllabus prescribed and in the actual training imparted; and

4) to assess the utility of training programme in terms of scope of utilizing the services of trained Balsevikas in the existing programmes of child care.

The assessment of quality of training revealed lack of uniformity in syllabus in classroom work, organisation of observational visits, field placement etc. Trained Balsevikas were unable to put into practice what they had learnt during training. The skills of trained and trainee Balsevikas had not developed to the desired extent.

The training curriculum has not been revised for the last 15 years. Though considerable changes have taken place in child care programmes in terms of thrust in services, coverage of children in the target population and job responsibilities of child care worker, much needs to be done to raise the contents, methodology, use of communication aids etc. in the existing system of Balsevika training.

IAEA Newsletter

INDIAN ADULT EDUCATION ASSOCIATION
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DPEP to Focus on Women Empowerment to Encourage Girls Education

The newly launched District Primary Education Programmes (DPEP) lays special emphasis on women's empowerment programmes to encourage girls education by increasing women's awareness and raising their status.

One of the priority areas is to address household constraints so that the demand for girls education is generated. An awareness drive is to be conducted in project districts to educate families about the benefits of girls education and to motivate them to send daughters to school.

The village education committees are also expected to be key instruments in increasing demand for girl's education. The committees will include women and SC/ST members, other community groups like Mahila Mandals, parent-teacher associations. The mother-teacher committees will also be involved in the task.

The DPEP will focus on girls' education with better enrolment and retention. This is considered an essen-

tial step to achieving universalisation of elementary education. A variety of interventions is planned under the programme which is expected to reduce gender disparities in enrolment to less than five per cent.

The DPEP has been conceived by the Department of Education, Ministry of Human Resource Development for districts with low female literacy rates. It has been taken up in 42 districts in seven States initially and is expected to cover 110 districts by the end of the Eighth Plan.

A series of studies conducted as part of operationalising the DPEP reveal lower enrolment of girls, higher drop-out and also various factors affecting girls' education. These include family attitude, girls' involvement in domestic work, early marriage, inaccessible schools, rigid school timings, lack of infrastructural facilities for girls, shortage of female teachers and irrelevance of the curriculum. The studies also reveal gender bias among teachers and administrators and also in textbooks and

other teaching learning material.

Several strategies are envisaged for increasing girls enrolment and ensuring their continuation in school and completion of five years of primary education, besides enhancing their learning achievements.

Measures for increasing girls' enrolment include setting up of early childhood education centres, providing pre-school education and day care arrangements for siblings.

Provision of free textbooks, learning material, scholarships, allowances and free uniforms in some districts are expected to have positive effects on girls' enrolment and retention.

Increase in the proportion of female teachers is also on the cards. While Tamil Nadu has decided that all primary school teachers would henceforth be women, some States propose to reserve fixed proportion in primary teacher training courses for women. Construction of new schools especially

Contd. p/5

International Award for Literacy Research

Unesco Institute for Education (UIE), Hamburg, Germany has invited papers for an international award for the best research in adult literacy in 1995. The author of award winning research will receive US \$10,000. The award is co-sponsored by the Unesco Institute of Education, Germany and the Department of Human Resources Development, Canada.

The field of research may include any one of the following aspects:

- problems of illiteracy;
- approaches to an methodologies of literacy;
- process and contents of training, post-literacy and adult education;
- analysis of policies and strategies;
- evaluation;
- school and illiteracy;
- economic or cultural dimensions of such provision.

Those who have developed a research project in literacy, but for lack of funds cannot carry it through, may send his/her proposal to UIE. An amount of US\$1,000 per research study may be granted. These manuscripts would then be considered equally with other submissions in the competition.

The manuscript - original and unpublished should be submitted to Unesco Institute of Education before November 31, 1995. 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 1996 by the Director-General of Unesco.

Further information can be had from Unesco Institute for Education, Feldbrunnenstrasse 58, 20148, Hamburg, Germany.

Berlin : Innovations Workshop

Strategies to empower women, environmental education, and the links between literacy and skills training were among the issues discussed at a workshop on non-formal and adult education in Berlin from 30 August to 7 September, organized by the Hamburg-based UNESCO Institute of Education (UIE) and the German Foundation for International Development. A programme that trains village women in India to become pump mechanics led to a demand for literacy training. In Latin America, the concept of "popular education" is currently evolving to encompass organization-building, awareness-raising, skills and literacy training. A project in the Philippines linking environmental issues to social and economic concerns has been launched to help local fishermen marginalized by industrial methods. Drawing on eleven case-studies, participants discussed the conditions that make innovative processes relevant, the genuine potential of non-formal approaches and ways to support innovations in education.

Literacy not a luxury, is a right : Clinton

"Literacy is not a luxury, it is a right". US President Bill Clinton said in a message that opened a Paris-Washington video conference celebrating International Literacy Day. Organized by

UNESCO, the International Reading Association, Sprint, France Telecom and Deutsche Telekom, the programme was transmitted live in North America, Europe and North Africa. Educators, policy-makers and communications experts discussed literacy, formal and non-formal education and the difficulties of reaching the world's 900 million illiterates. A viewers' poll taken during the programme showed almost 100 percent believed that education for all would never be achieved if we continued at today's pace.

Family Literacy

"The best way to invest in the education of children, is to invest in that of adults," according to one of the 75 participants at the World Symposium on Family Literacy, organised at Unesco Headquarters in Paris from October 3 to 5. Teachers, education experts and representatives of governmental and non-governmental organizations from over 30 countries exchanged ideas and presented case studies based on the transfer of skills between parents and children, in Afghanistan, Canada, Nepal, Senegal, the U.K., the U.S. and other countries. They pointed out, however, that such programmes should support and not substitute schools and other educational institutions.

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Cairo International Conference on Population and Development

Programme of Action

The Programme of Action (POA) adopted by the International Conference on Population and Development (ICPD) at Cairo in September last year is the key to the new approach in empowering women and providing them with more choices through expanded access to education and health services and promoting skill development and employment. The 20-year Programme of Action advocates making family planning universally available by 2015 or sooner as part of a broadened approach to reproductive health and rights, provides estimates of the required levels of national resources and international assistance, and calls on Governments to make these resources available.

The Programme of Action includes goals in regard to education, especially for girls, and for the further re-

duction of infant, child and maternal mortality levels. It also addresses issues relating to population, the environment and consumption patterns; the family; internal and international migration; prevention and control of the HIV/AIDS

pandemic; information, education and communication; and technology, research and development. And it calls, for the first time, on Governments to address unsafe abortion as a leading cause of maternal mortality and a "major public health concern."

The Conference had 10,757 registered participants - from Governments, inter-governmental agencies, non-governmental organizations and the new media. In addition, nearly 4,000 people attended NGO Forum '94, an independent gathering held alongside the Conference.

Mr Boutros-Ghali, Secretary General, United Nations called ICPD a "turning point" in addressing poverty, development, the environment, the status of women, the conditions in which children are growing up, public health, and other issues linked with people's welfare. "I am not exaggerating when I say that not only does the future of human society depend on your Conference but also the efficacy of the economic order of the planet on which we live," he declared. Delegates must be "highly

respectful of cultures and beliefs... Such tolerance must be shown in the strongest possible way, for it should not lead to cautious compromises, half-measures, vague solutions or, still worse, statements that lull us into complacency."

Goals for 2015

The Programme of Action contains the following goals for action up to the year 2015:

- Sustained economic growth in the context of sustainable development.

- Primary education especially for girls:

Universal access to primary education by 2015; and

Closing the gender gap in primary and secondary education by 2005.

- Gender equity and equality.

- Life expectancy at birth:

to 70 by 2005;
to 75 by 2015;

and for those countries with highest mortality:

to 65 by 2005;
to 70 by 2015.

- Maternal mortality:

by 2000, half of 1990 level;

by 2015, half of 2000 level;
for intermediate level countries:

by 2005 less than 100 (per 100 thousand live births);

by 2015 less than 60;
for highest MMR countries;
by 2005 less than 125;
by 2015, less than 75.

- Infant and under 5 child mortality:

by 2000, less by one-third or 50 and 70 per 1000 live births for countries with intermediate levels;

by 2000, IMR to be less than 50 and CMR less than 60 for all countries;

by 2015 IMR less than 35 and CMR less than 45.

- By 2015, universal access to full range of safe and reliable family planning and reproductive health services.

The urgency of linking population and development efforts was a common theme running through the 249 speeches made in the week-long plenary session which paralleled the negotiations.

Dr. Nafis Sadik, Secretary-General of the conference reviewed the progress made since the World Population Conference of 1974: in providing family planning services. Regarding the current Programme of Action, she emphasized that "the principle of sovereignty underlies the whole text."

Citing the controversy that had arisen around references to abortion, she pointed out that "the objective is to reduce the need for abortion" and to reduce the hundreds of maternal deaths that now occur daily due to unsafe abortion, through strengthened family planning and reproductive health programmes. "Each nation will address the issue according to its own laws and practices. Surely, in the name of humanity, it must be done."

"The key to sustainable development will be finding the balance between human needs and demands, and the resources available to support them," she concluded. "People are at the heart of the process, as agents and as beneficiaries. We have it in our power to lighten their burdens, remove obstacles in their path and permit them the full flowering of their potential as human beings. This is the moral and ethical basis of the Programme of Action."

The POA also focuses on the girl child and strongly opposes the son-preference traditions prevalent in many countries, the trend towards sex selection of babies, and practices such as female genital mutilation, infanticide, trafficking and child prostitution. It stresses the need for programmes to make men more responsible in the context of women's rights.

-UPDATE - ICPD
Oct-Nov 1994

State Resource Centres

SRC, Gujarat

The State Resource Centre, Gujarat Vidyapeeth, Ahmedabad is publishing a fortnightly entitled "Lok Jeevan" for neo-literates. The SRC also prepared software for TV and radio. 11 TV programmes on literacy were telecast on Doordarshan, Ahmedabad.

The SRC provided training to KRPs, MTs, VTs, non-formal teachers and evaluators. 1311 functionaries attended the training programmes. It also provided training to functionaries of post-literacy and continuing education.

The SRC organised programme for the participants of the mobile workshop on literacy from Nepal, Bhutan and India in July last year.

SRC, Delhi

The SRC, JMI Delhi has started publishing a fortnightly newsletter for neo literates entitled "Udaan". The first issue Nov 1-15 has been recently brought out. It has produced a Primer entitled "Chhar Aankhen" (Part I & II).

The SRC produced 3 Nukkad Nataks on literacy recently.

It provided training to 37 Master Trainers of the North 24 Parganas District of West Bengal. It also provided orientation to students and teachers of the schools involved in literacy work in Delhi. The SRC supplied 4161 literacy kits to different agencies of Delhi and other States.

INCED, University of Warwick, U.K.

The International Centre for Education and Development, University of Warwick founded in 1989, promotes international and comparative basic and continuing education for adults through research and teaching activities.

It holds conferences, provides forum for discussion of recent research on topical issues in the field of international and comparative education for adults.

INCED will be holding a four day conference at Manchester College, Oxford on July 3-6, 1995. The theme is Restricting Freedom? International credit transfer and skill recognition in the late 20th century.

Further information : Diana Mulliner, INCED, University of Warwick, CV4 7AL, U.K.

RECENT PUBLICATIONS OF IAEA

	Rupees
1. Directory of Adult Education Institutions in India (1994)	30.00
2. ABC of Non-Formal Education by KS Pillai (1993)	40.00
3. Approaches to Total Literacy edited by BB Mohanty & JL Sachdeva (1992)	30.00
4. Each One Teach One-Laubach's Materials and Methods edited by SY Shah (1991)	75.00
5. Strategies for Literacy in International Literacy Decade edited by JL Sachdeva (1990)	15.00
6. Adult Education - A People's Movement edited by JC Saxena & JL Sachdeva (1990)	50.00
7. Adult Education : Some Reflections by BB Mohanty (1989)	25.00
8. Adult Education - A Focus for the Social Sciences by James A Draper (1989)	20.00

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Orientation Programme on Population Education

Jointly organised by the Regional Resource Centre for Population Education, Jammu University and the Centre for Adult and Continuing Education, Punjabi University, Patiala, an orientation programme concluded recently stressed the use of new-audio visual techniques for population awareness. The participants also highlighted the need for community mobilisation for curbing the population explosion.

This meet of Principals and subjects experts from various colleges and universities adopted resolutions on the UGC scheme of population education, besides organising shows on this topic in villages and towns.

It was also recommended that the relevant portions of the existing material in various books and journals covering population education should be documented with the aim of disseminating information to the community members. Opening women education cells in each of the colleges was also proposed. The experts felt that the target could not be met until student participation was encouraged. Better results could be achieved if the universities and colleges gave weightage to "population-volunteers" while granting them admission to various classes.

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PM for priority to education

Prime Minister Narasimha Rao has underlined the need for giving top priority to education with an assurance that 6 per cent of the Gross National Product (GNP) would be spent on Education in the near future.

Mr. Rao said this in a message to the three-day UNESCO conference on "Education for the 21st Century" which focussed on the need to gear up for eradicating illiteracy so that India's commitment of providing education for all by the year 2000 could be met.

Speakers at the conference dwelt at length about information explosion, pluralism and globalisation in education, recasting educational curricula and empowerment of women through educational and vocational skills.

Those who spoke at the conference included former Human Resource Development Minister Arjun Singh, Dr. Karan Singh, Indian High Commissioner in the UK L. M. Singhvi, former UGC Chairman Yash Pal, Rajasthan Governor B. R. Bhagat and UNESCO Executive Board member R. N. Mirdha.

*Contd. from p/1
DPEP to Focus....*

for girls and hostels is also envisaged. Besides, non-formal education centres will be established for non-enrolled children, especially girls drop-outs and working children. There are also proposals to provide separate toilet facilities for girls in schools.

Gender sensitisation of teachers and administrators through pre-service and in-service training and of community members, government functionaries and text book writers through orientation workshops will be organised.

IAEA Starts National Resource Network in Literacy

The Indian Adult Education Association, Roby Kidd Foundation in cooperation with ASPBAE has established a National Resource Network to collect data on adult literacy, adult education, continuing education, population education and workers education. The information is being collected from the TLC districts, Government Departments, NGOs, Universities, Colleges and other allied organisations.

Those working in adult literacy and adult education may kindly provide information to the IAEA for this network. Kindly ask for a questionnaire from the Director, IAEA, 17-B, Indraprastha Estate, New Delhi - 110 002.

Readers' Views

"I enjoyed reading your Newsletter"

-Lalita Ramdas
President
International Council for
Adult Education (ICAE)

"The Newsletter is informative and useful"

-President
Advanced Leadership
Training Centre
New Delhi

Education for Human Rights : South East Asia Conference in Gujarat

A three day South East Asia Conference on Education for Human Rights was organised by the Department of Continuing Education and Extension Work (DCEEW), South Gujarat University, Surat at Kewadia Colony, District Bharuch on December 10-12, 1994.

It was inaugurated by former Chief Minister of Gujarat and at present the Minister for Narmada Dam, Shri Babubhai J Patel. Dr. BA Parikh, Vice-Chancellor, South Gujarat University, Surat presided.

Prof. Nanubhai Joshi, Director, DCEEW, South Gujarat University welcomed the participants and outlined the objectives of the conference.

Among others who spoke on the occasion were Dr. John Wood of Shastri Indo Canadian Institute, Dr. Vidyut Joshi, Gandhi Labour Institute, Dr. Guntant Shah, noted educationist, Shri Shanker Sen, National Human Rights Commission, Dr. Motilal Sharma, World Bank, Manila and Shri PC Pandey, Police Commissioner, Surat.

The sub themes of the Conference were Education for All; Fundamental Rights and Duties : Women and Youth; Human Rights Education for World Peace; Human Rights for Mass and Mass Media; Human Rights and Legal System etc.

About 190 delegates from Universities, Police Department, legal experts, social activists and students from South East Asian countries participated.

Recommendations

It made the following major recommendations:

1. Equal emphasis should be given to human duties along with human rights.

2. An effective coordination between Police Department and general public should be established for better implementation of the programme .

3. Exploitation in any form and at any level should be treated as a crime and that a forum should be created for the purpose.

4. Mass campaign should be launched against violation of human rights.

5. For better implementation of human rights legal procedures should be prompt and smooth.

6. Atrocities against women, child labour, SCs/STs should be dealt with strictly.

7. Human Rights Commission should also be established at the State level.

Women and Vienna Declaration of Human Rights

The Vienna Declaration of Human Rights has called for a commitment to eliminate violence against women in public and private life and has strongly endorsed the human rights of women to the highest standard of physical and mental health throughout their life span.

The following are the excerpts from the Declaration concerning equal status and human rights of women:

i) The conference urges the full and equal enjoyment by women of all human rights and that this be a priority for governments and for the United Nations. The conference also underlines the importance of the integration and full participation of women as both agents and beneficiaries in the development process, education, information and communication.

ii) The equal status of women and the human rights of women should be integrated into the mainstream of United Nations systemwide activity.

iii) The conference stresses the importance of working towards the elimination of violence against women in public and private life, the elimination of all forms of sexual harassment, exploitation and trafficking in women. The elimination of gender bias in the administration of justice and the eradication of any conflict which may arise between the rights of women and the harmful effects of certain traditional or customary practices, cultural prejudices and religious extremism.

iv) The conference urges the eradication of all forms of discrimination against women, both hidden and overt.

v) Treaty monitoring bodies should disseminate necessary information to enable women to make more effective use of existing implementation procedures in their pursuit of full and equal enjoyment of human rights and non-discrimination.

vi) The conference reaffirms the basis of equality between men and women and a woman's right to accessible and adequate health care and the widest range of family planning services as well as equal access to education at all levels.

vii) Treaty monitoring bodies should include the status of women and the human rights of women in their deliberations and findings making use of gender specific data.

viii) The conference urges governments and regional and international organizations to facilitate the access of women to decision making posts and their greater participation in the decision making process.

DOCUMENTS

Ananda, G. **Ashram Schools in Andhra Pradesh (A Case Study of Chenchus of Nallamallai Hills)**. New Delhi, Commonwealth Publishers, 1994. 233 p.

The objectives of this study are:

1) to describe the structure and organisation of Ashram Schools located in Nallamallai Hills where Chenchus (a tribe of Andhra Pradesh) inhabit;

2) to discuss the parent-child-teacher interactions in promoting Ashram School education;

3) to examine the extent of absenteeism, stagnation and drop-outs among the Chenchu children studying in Ashram Schools; and

4) to understand the response of the Chenchus towards Ashram School education in the context of their socio-cultural and ecological setting.

The study has been divided into following seven chapters:

The first chapter lays emphasis on a brief review of tribal education in India with special reference to Ashram Schools. Further, it deals with the scope, objectives and methodology of the research problem under study.

The second chapter describes the Chenchu ethnography dealing with their socio-cultural and ecological settings, their living arrangements and status in the family/society.

Third chapter deals with the concept of Ashram School, admission policy, administration and describes the growth of Ashram Schools in Nallamallai Hills where the Chenchus inhabit against the backdrop of their traditional habitat.

The fourth chapter discusses the interactions between the parent-child-teachers in promoting Ashram School education among the Chenchus.

The fifth chapter highlights the extent of absenteeism, stagnation and drop-outs among the Chenchus studying in Ashram Schools.

The sixth chapter examines the role of various factors affecting Ashram Schools education among the Chenchus.

The last chapter summarises the findings of the present empirical study in brief and conclusion drawn from the study.

Lakshmi Reddy, M.V. **Population Education Programmes in India**. New Delhi, Uppal Publishing House, 1993. 292 p.

The study reviewed the background, selection and training of population education field functionaries at the degree college level. The term background was used to refer to religion, age, caste, sex, marital status, educational qualifications, subject teaching for degree course, experience, training etc. The general objectives of this study were:

1. to identify the background of population education programme officers;

2. to study different aspects involved in selecting, population education field functionaries at degree college level;

3. to find out different aspects involved in conducting a training programme for population education field functionaries at degree college level;

4. to identify the problems experienced by population education programme officers in organising the programme; and

5. to invite the suggestions of population education programme officers for improvement of the programme.

The study was limited to the 220 population education programme officers in Andhra Pradesh, Karnataka, Kerala, Maharashtra and Tamil Nadu.

The study observed that the insufficient and delayed release of funds was the first and foremost problems hindering effective organisation/conduct of activities of population education clubs.

Absence of sufficient materials, audio-visual aids and equipments was another problem.

Heavy work load on the part of programme officer was also an important factor hindering the effective implementation of the programme.

Students were also not interested to participate in the activities of the programme thinking that it was not the part of their syllabus of class work and not useful to them from examination point of view.

The study suggested that incentives to the club members such as certificates, bonus marks may be given for admission in higher courses or appointment.

Puran Singh. **Problem of Education among Scheduled Castes**. New Delhi, Mittal Publications, 1989. 63p.

The study aims at bringing out the differences, if at all they exist, on achievement, attitudes, adjustment and problems between the first and subsequent generation learners of the scheduled castes. The study hypothesizes that for several reasons differences on these variables between them do exist, since the first generation learners are going to the schools for the first time in the history of their parenthood and since their home environment lacks orientation to education of the children, also

that they may be facing many kinds of problems in the school leading to their poor achievement, poor adjustment and less positive attitudes.

Findings of the study show that (1) enrolment in class XI was found higher in case of the first generation learners as compared to that of the subsequent generation learners of the scheduled castes, (2) as far the academic achievement is concerned no significant difference was found between the first and the subsequent generation learners of the scheduled castes. Academic achievement was measured in terms of divisions obtained after Class X, (3) no significant difference was found on personality adjustment as defined by Asthana's Personality Adjustment Inventory between the first and subsequent generation learners of the scheduled castes, (4) the first and subsequent generation of learners of the scheduled castes were compared on four dimensions of attitudes - attitudes towards college, teachers, education and society - No significant difference was found between them on any of these dimensions.

Cervero, Ronald N. and Wilson, Arthur L. **The Politics of Responsibility: A theory of Programme Planning Practice for Adult Education**, in *Adult Education Quarterly*, Vol 45 No.1, Fall 1994, pp. 249-268.

This article proposes a theory of programme planning practice that takes power and interest as central to action and tasks what educators can do to plan responsibly. Programme planning is defined as social activity in which educators negotiate interests in organizational contexts structured by power relations. It explains four central concepts on which the theory is based: power, interest, negotiation, and responsibility. By trying these four concepts together the theory urges planners to nurture a substantively democratic planning process in the face of power relations that either support or threaten

this vision. It argues that this theory meets the criteria for any social theory to be empirically fitting, practically appropriate, and ethically illuminating.

Tandon, Rajesh. **The role of voluntary action in a contemporary context. Implications for institutional development.** *Adult Education and Development*, No.4, 1994, pp. 55-64.

During last decade several trends have been noticed in the field of voluntary action. Most significant of these is the growth in size and spread of voluntary organization as organised and systematic form of voluntary action through out the country. These organisations are increasingly been accepted by the society. The term 'voluntary organisation' is also being discriminately used by different sections of the society. It is no longer a form which was seen as the instrument of social transformation and change. All kinds of people and organisations are setting up voluntary organisations for all kind of purposes. Political parties, retired and servicing bureaucrats, business interests and others have used the form of voluntary organisation to either attract resources or provide a cover for their activities. Thus the debate on what constitutes an authentic and genuine form of voluntary organisation has become all the more confused. Another trend which causes some concern is the growing dependence on government funds and programmes by many voluntary organisations throughout the country. Slowly but surely, they acquired the character of an extension of the state and its apparatus in its own functioning and priorities, likewise others have become increasingly dependant on foreign funds. This has resulted in a certain culture of complacency and easy pace, a symptom of perhaps a deeper malaise called, "Grantosis" (The disease of receiving grants for a long period).

The article on the basis of above trends highlights some of the serious

challenges which are posed for the institutional development. There are:

1. The challenge of building civil society
2. The challenge of sustainability
3. The challenge of relevance
4. The challenge of partnerships, and
5. The challenge of professionalism

Rao, Baskara, N; Kulkarni, P.M.; Rayappa, P Hanumantha. **Determinants of Fertility Decline. A Study of Rural Karnataka.** New Delhi, South Asian Publishers, 1985. 192 p.

In the context of population and development programmes, it is important to examine the changes in fertility as well as the relationship between fertility, socio-economic and demographic factors. This book attempts to understand these changes and relationship.

Using data collected from about 3000 rural households in Dakshina Kannada, Dharwad and Mandya District of Karnataka, this book examines recent trends and differentiates in age at marriage, contraceptives use, infant mortality and fertility decline.

The study shows that fertility has declined among the illiterate and less educated, and considers it as significant. Knowledge of sterilization is high among the illiterates, with percent sterilized being more or less similar across educational categories. Although education of females affects fertility by raising the age at marriage, formal education of females does not seem to be necessary for reduction in marital fertility. Study also shows that poverty or low income do not hinder family planning. Low income groups have shown substantial reduction in marital fertility.

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INDIAN ADULT EDUCATION ASSOCIATION
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No. 11-12

DOCUMENTATION CENTRE ON LITERACY AND POPULATION EDUCATION ESTABLISHED

The Indian Adult Education Association in cooperation and assistance of the Directorate of Adult Education, Department of Education, Ministry of Human Resource Development, Government of India has established a Documentation Centre on Literacy and Population Education. It has been set-up in the second phase of UNFPA sponsored project.

The Documentation Centre will serve as a clearing house on all matters relating to literacy and population education at the national level. It will disseminate information, ideas and materials pertaining to population education.

The following will be the functions of the Documentation Centre:

1. Publishing a six monthly bulletin on population education, containing information about various developments in the country on health education, family welfare and education. It will also include report of events of national and international

significance on population education.

2. Bring out quarterly bibliography / accession list of latest acquisitions on population education.

3. Procure material on population education from SRCs and other institutions in India and also the material developed in other countries and the region. The material will be classified and catalogued for use of workers, academicians, researchers, scholars, etc.

4. Keep the various agencies, institutions and persons informed about development in the field within the country and abroad.

5. Develop close relationship with Ministry of Health and Family Welfare, NLMA, UNESCO, UNFPA, WHO, FPAI, FWFI etc.

The first bibliography of books on population education has been published by the Centre. It includes books of Government Departments,

NGOs, publishers and UN organisations. The sources from where the books can be obtained/purchased have also been published alongwith the bibliography.

An Advisory Committee under the Chairmanship of Shri BS Garg, President, IAEA has been constituted. Among others, it will include a representative each from DAE, NCERT, UGC, FPAI, FWFI, NIHFV, VHAJ.

Directory of Workers Education Institutions in South Asia

The Indian Adult Education Association in cooperation with Roby Kidd Foundation and ASPBAE has compiled a Directory of Workers Education Institutions in South Asia. It includes Governmental organisations, NGOs, National Trade Unions and Shramik Vidyaapeeths.

The countries included in the Directory are Bangladesh, India, Nepal, Pakistan and Sri Lanka.

The Directory is being finalised and will be published soon.

Round Table on Development Communication

The Worldview International Foundation (WIF) an international media organisation having its headquarters in Colombo, Sri Lanka organised the 5th Round Table on Development Communication on January 25-28, 1995 at Chiang Mai, Thailand. 90 participants from all over the world attended. The Round Table was structured in a participatory way and each participant played his/her role as a resource person also. It discussed on Challenge of Participatory Communication, New Technological Changes in Communication, Integrated Approaches to Development Communication, Practical use of Communication, Mobilisation of People through Television and Global Broadcasting and People's Participation.

The participants in three groups visited three villages to study the WIF projects in the respective villages.

The WIF, within the last 15 years, has expanded its activities. The most ambitious WIF programme having a budget of 16 million US dollars is Young Asia Television which is mandated to broadcast a 4-hour educational and developmental programme everyday in six languages including English for the youth of Asia. The Committee on Young Asia Television was chaired by Prof. BB Mohanty, Resident Director, Indian Institute of Mass Communication,

Dhenkanal Branch and Vice-President, IAEA.

The 14th Annual General Meeting of WIF was held on January 23-24, 1995 and discussed, among other things, the communication challenges, global television and participatory communication training.

It also elected its office bearers for a three-year period. Prof. Mohanty was elected as a member of the Central Council of WIF.

Delhi Launches 'Education for All Programme'

The Government of Delhi has launched an Education for All programme to educate 12 lakh potential learners in the age-group 7-35 in one year with the help of voluntary organisations and educational institutions.

To generate awareness about the active public support and participation in the effort to root out illiteracy from the capital, a human chain was formed by school students along the inner ring road covering 52 kms and the trans Yamuna area of 22 kms on February 8, 1995.

Among others, Chief Minister Madan Lal Khurana and officials of Delhi Government and NLMA joined the chain.

New Office - Bearers

RAEA

In the General Body Meeting of Rajasthan Adult Education Association (RAEA) held in Jaipur on January 15, 1995 the following office-bearers were elected:

President

Shri RS Kumart

Vice-Presidents

Ms Usha Sundari Wali

Shri Sushil Dashora

General Secretary

Shri Bhanwar Singh

Choudhary

Treasurer

Shri SS Sharma

Joint Secretaries

Shri KP Khunteta

Smt. Sushila Ojha

APLA

The General Body Meeting of Andhra Pradesh Library Association (APLA) in its meeting in Vijaywada on December 25, 1994, elected the following office-bearers :

President

Shri KN Rao

Vice-Presidents

Shri CB Rao

Shri V Chandrapal

Dr. P Kamaiah

Smt. S Rajya Laxmi Devi

Shri BV Rama Rao

General Secretary

Smt. Ravi Sarada

Treasurer

Shri V Venkateswara Rao

Success Rate in Place of Total Literacy Stressed

A six-member expert group set up by the Ministry of Human Resource Development to look into the progress, problems and evaluation of Total Literacy Campaigns (TLC) has in its report recommended that the concept of "Total Literacy" at 80 per cent level of success should be given up. For a target centred approach would lead to undesirable pressures leading to manipulation of figures and will distract attention from the process of promoting a learning society, it felt.

Instead the objectives it notes should be to "seek high success rates rather than to achieve total literacy." According to the group a success rate of 50-60 per cent among the identified non-literates should be considered a good one.

Prof. Arun Ghosh Committee report has recommended the following as minimum for the success of TLC:

1. A strong political commitment to the concept of literacy and continuing education for all sections of population and for both sexes, males and females.
2. The existence at the state and district level of a strong core group fully committed to TLC.
3. Involvement of the masses and popular enthusiasm for TLC.
4. There must be effective pre-launch preparations. The environment building phase for a TLC is extremely important.
5. The atmosphere of popular movement needs to be kept up after environment building phase right through the teaching-learning phase to sustain the motivation of learners and for sustaining activist morale.

It has recommended that some funding be allowed for environment building in the initial phase. After assessment of adequacy of preparation for launching the teaching learning phase further sums should be released.

The group has strongly urged that primary school teachers should reside in the

strongly felt that these should "not be attempted in the campaigns mode. New forms of institutionalisation, new agencies or organisations, new attitudes towards the PL/CE phase be fundamentally different from literacy campaigns."

The group also noted that the literacy campaign and the PL/CE phase must be integrated and should be one continuing for better results. However the organisational control of the PL/CE should be different from structure in the literacy campaign phase.

The group has strongly urged that the NLM should provide resources to all PL/CE to add a minimum of two rooms to any existing building in very village (where PL/CE is initiated) be it a primary school or ICDS Anganwadi or a Primary Health Centre or any other community building - one for a library and other for continuing education.

It has strongly emphasised the need to ensure the stability of administration in the Hindi belt including stable tenure for Collectors if literacy campaigns in the region are to take off. Collectors and senior administrators should be given orientation not only regarding the nitty gritty of the programme but also on the conceptual aspects of literacy campaign, it stressed.

The group has also suggested changes in the monitoring and evaluation of literacy campaigns. It has recommended that internal evaluation be as close to the standards set for external evaluation. The external evaluation may be treated essentially as a process of validation of the internal evaluation the latter being more made rigorous, honest and dependable.

Members of the Group

1. Prof. Arun Ghosh, Ex-Member, Planning Commission, New Delhi.
2. Prof. Vina Mazumdar, Centre for Women's Development Studies, New Delhi.
3. Prof. Andre Beteille, Professor of Sociology, Delhi School of Economics, Delhi University.
4. Prof. UR Ananthamurthy, President, Sahitya Akademi, New Delhi.
5. Prof. SM Kansal, Indian Statistical Institute, New Delhi.
6. Shri Achin Vanaik, Fellow, Nehru Memorial Museum and Library, New Delhi.

village in which they teach. This should become an inviolable rule. This, the group felt, would promote greater accountability and is much more likely to ensure greater commitment and practical involvement of the primary school teacher both in adult literacy programme in the village as well as in the primary school education system.

At the same time the group has described literacy campaigns as good programmes which should be sustained and strengthened. A major success of the TLC is the idealism it has generated in many sections of the population, it felt. But, it has cautioned against increasing bureaucratisation of the very approach to TLC.

Post Literacy and Continuing Education

As for Post Literacy (PL) and Continuing Education (CE), the group

Mass Education Programme in Bangladesh

Bangladesh a country in South Asia is one of the most densely populated area in the world. It has 119 million people within an area of 148 thousand square kilometers. Most of the people live in green rural settings. They depend directly and indirectly on agriculture (36 per cent of GDP contribution). Beneath the tranquility of the country lie the grim realities of life. The people are struggling against numerous odds like poverty, illiteracy, malnutrition, natural catastrophes, low per capita income (US \$220), etc. The people of the country despite facing heavy odds displayed a remarkable resilience to survive, build and rebuild with renewed energy. But many of their endeavours were lost for want of knowledge and education. Many of the developmental programmes undertaken by the Government have not produced the desired result on account of prevailing high rate of illiteracy. Therefore, the strategy for implementation of successful development programme should be found in eradication of illiteracy.

Literacy Situation

According to 1991 census a person capable of writing a letter is considered as literate. Under this definition the adult literacy rate in Bangladesh is 35.3 per cent (male: 44.3 and female: 25.8 per cent). The adult literacy rate has increased to some extent over the years.

Policy Direction

It is very unfortunate that

Bangladesh is a country of too few literates compared to large size of its population. Efforts of the government and the people over the years to raise the rate of literacy has not produced the desired results. It is yet far behind many of the developing countries of the world. The causes are many but major ones are generally considered to be the lack of awareness of the people and their ignorance about the value of education. Non enrolment of the children in primary schools (15 per cent does not enrol), high drop out from the schools (53 per cent) and low rate of completion of primary cycle (47 per cent) of education are some of the major problems.

The government has recognised the pivotal role of primary or basic education in accelerating socio-economic and political development of the country. The kind of basic education that the country must have has been clearly set in the constitution of the country. The fourth five year plan document has given emphasis on poverty alleviation through human resource development. It has focused people in the centre of development. Education has been considered as 'single most dominant antecedental and consequential factor' in development. The policy of the government in regard to improving literacy situation are:

a) Every child of the country between the age group 6-10 should be given free and compulsory primary education in order to stop accretion to the pool of illiteracy.

b) Those children who are out of the school should be brought under the fold of education through introduction of non-formal education.

c) Vast majority of the people who are illiterates should be made literate through appropriate literacy and continuing education programme.

d) Create opportunities of education for women in order to eliminate gender disparity in education.

e) Relate education to needs of the society for producing properly trained and motivated citizen to serve those needs.

f) Encourage peoples participation and local level initiatives, in literacy programme involving NGOs, voluntary organisations, individual groups, etc.

The two-fold action through formal and non-formal education is aimed at reducing illiteracy from the country within the shortest possible time. The non-formal education is considered as supportive and complementary to formal system of education. The action plan on "Education for All" has set the target of raising literacy rate to 62 per cent by the year 2000.

Integrated Non-formal Education Programme

Bangladesh has very limited experience in the field of non-formal

education. A nation-wide mass literacy programme was started in 1980 but was discontinued in 1982 with the change of the government at that time. In 1987 a three-year limited programme was initiated. With the commencement of the fourth five year plan period, Integrated Non-Formal Education Programme (INFEP) was started in a major way from 1991. INFEP is in fact a project with a number of components on non-formal education (NFE) namely:

- a) Pre-primary education for the 4-5 years age group
- b) NFE programme for out of school or school drop-outs (aged 6-10)
- c) NFE programme for adolescent boys and girls (aged 11-14)
- d) NFE programme for adults (15+ years) and
- e) Continuing Education for Neo-Literates

Implementation Strategies

A notable feature of implementation is that only one third of the adult education programme is being implemented directly by INFEP and two thirds by the NGOs.

The programmes are implemented following centre based approach. Each INFEP centre has as many as 40 learners and one teacher. In the case of NGOs the number of learner in each centre is 30. For every 15 centres one supervisor is appointed to supervise each of the 15 centres.

The teachers and supervisors are selected by the Thana Implementation and Monitoring Unit (TIMU) from amongst the local candidates. The supervisor has to visit each centre four times a month. He is responsible for training and supporting the teachers and monitoring the activities of the centre. The District Coordinators presently based at Thanas supervise the functions of the supervisors and obtain direct information on drop-out, attendance of teachers and learners' progress of lessons, etc. about the centres and transmit those to the headquarters. There are prescribed monitoring formats for collection of information from the centres. A District Coordinator is required to visit 60 centres a month.

Apart from the bureaucratic channel, each centre has a five member Centre Management Committee to guide and advise the centres. It consists of a person interested in education, a guardian of a learner, a ward member and the centre teacher. At the Thana level there is a TIMU committee. This committee is responsible for general guidance and coordination of functions in a Thana.

As already mentioned, two-thirds of the programme are implemented through NGOs. At present 168 NGOs are working with INFEP. The entire cost of running the programme by NGOs are provided by INFEP. For selection of NGOs, INFEP invites application through newspaper from interested NGOs having experience in non-formal education. Final decision on selection of NGOs is given by the Subvention Committee. The NGOs

appoint teachers and supervisors for their centres. Their activities are supervised through District Coordinators.

It is worth noting that in Bangladesh 326 NGOs are operating in the field of education out of which 186 are working in the field of literacy. Of these NGOs only 10 are working at national level. Some of the NGOs have good training facilities and developed master trainers. Some of the NGOs have developed their own primers. These NGOs run their programmes independently. They are also playing an important role in making the country literate.

Besides centre-based approach, INFEP has now initiated actions for total literacy campaign. The work started by the Deputy Commissioner, Lalmonirhat is being supported by INFEP. Some new area for total literacy campaign are under process of selection. The District/Thana administration will play the most important role in making the area based total literacy campaign a success. The activities will be coordinated through formation of committees consisting of people from various walks of life.

Bangladesh is however better prepared now for launching intensive action for raising literacy rate to the targeted level. It is now a priority area of the present government. The process of awareness building has started. It is hoped that the two fold action through formal and non-formal channels of education will help attaining the goal of education for all by the year 2000.

FOURTH WORLD CONFERENCE ON WOMEN

Ten Critical Areas of Concern

The Fourth World Conference on Women will be held in Beijing, China from September 4-15, 1995. Convened by United Nations, this inter-governmental conference will adopt A Platform for Action concentrating on "critical areas of concern" that have been identified as obstacles to the advancement of women in the world.

The UN Commission on the Status of Women which is the Preparatory Committee for the Beijing Conference has circulated A Draft Platform for Action (DPA). It lists ten critical areas of concern for today's women, identifies strategic objectives derived from them and proposes action to be taken nationally and internationally.

Suggestive Actions

1. Poverty

The DPA proposes to promote women economic self reliance and increase their access to quality education and health services. Aim for a target of 50 per cent reduction in population living in extreme poverty by the year 2000.

2. Education and Health

The DPA proposes to achieve Education for All by removing gender disparities, take measures to help women and girls to enter such fields as science and technology; reduce infant and maternal mortality rates by

half and promote reproductive health and family planning programmes; and encourage and support research on women's health.

3. Violence

The DPA proposes to recognise violence against women as a violation of women's human rights; take integrated measures including legal and social to prevent violence and protect women, encourage legal literacy and develop educational materials explaining why violence against women is criminal behaviour.

4. Armed and other Conflicts

The DPA proposes to reinforce women role in peace education in both society and family, take renewed steps to prevent violence against women refugees and displaced women.

5. Economic Disparity

The DPA proposes to promote equal pay for work of equal value and elimination of sexual harassment in the workplace.

6. Politics

It proposes to develop actions to ensure women's full and equal participation at the family, community and higher levels of decision making, develop education and training related to women's participation in decision-making.

7. National and International Institutions

The DPA proposes to strengthen national institutions for the advancement of women.

8. Human Rights

It proposes to improve legal literacy through information campaign and national training programmes on women's rights under existing legal systems.

9. Mass Media

It proposes to take steps to ensure women's access to information and the media on an equal basis, encourage elimination of gender stereotyping through studies, campaigns and various forms of self regulation by media organisations.

10. Environment and Development

The DPA proposes to integrate women in the process of sustainable development including action to increase the proportion of women in programmes for sustainable development, involving decision-making, planning and technical management and control of environmental degradation; issue by the year 2000 a strategy for eliminating various obstacles including constitutional and legal, to women's full participation in sustainable development and public life.

Orientation Programme on Population Education

The Population Education Resource Centre (PERC), Department of Adult, Continuing Education & Extension, University of Delhi, organised a one-day orientation of college principals and faculty members on Population Education, at the Gurukul Kangri University, Haridwar recently. The programme was inaugurated by the Chief Development Officer, Haridwar who in his address emphasized on people's participation for the success of any developmental programme initiated for the community.

Dr. OP Malik, National Consultant, Population Education Unit, University Grants Commission, said that the UGC had initiated Population Education Clubs and later on Population Education Resource Centres to introduce Population Education in universities and colleges. He informed the gathering that the UGC had started 12 PERCs to provide technical resource support in terms of learning materials (print & audio-visual), curriculum development, training, research monitoring & evaluation in the service area universities and colleges. To provide technical resource support in higher education, adolescent education, sex education, etc. needed to be incorporated in the second phase of the programme, he said.

Dr. KS Dixit, Medical Practitioner, Haridwar said that "nutrition, immunization, proper health care and child-welfare have been the integral part of Population Education Programme. If people are assured of primary health facilities and proper child care, they can be motivated to

adopt the two-child-norm," Dr. Dixit suggested.

Dr. DK Maheshwari, Faculty Member, Gurukul Kangri University talked about the integration of population and environment. "Population explosion has created danger for environment and had disturbed the nature by deforestation, soil erosion and water pollution. We need balance of population and environment for sustainable development."

Shri Rajesh, Project Officer, Delhi University, emphasized on sus-

tainable development which was possible by maintaining pace with population and development. Social Development was the best contraceptive, he said. He emphasised the need to undertake research projects under PERC.

Dr. RD Sharma said that the success of Population Education Programme depended upon literacy level, empowerment of women and in linking population education with other developmental programmes.

FORM - IV (See Rule 8)

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I, J.L. Sachdeva hereby declare that the particulars given above are true to the best of my knowledge and belief.

Dated : 28.2.95

J.L. Sachdeva
Signature of Publisher

Promoting Reading in Rural Areas

A Sub-Regional Workshop on Formulating Effective Strategies for Promoting Reading in Rural Areas was organised by Asia/Pacific Cultural Centre for UNESCO, Tokyo, Japan and National Book Centre, Dhaka, Bangladesh from January 6-8, 1995 at Dhaka, under the APPREB (Asia-Pacific Co-operative Programme in Reading Promotion and Book Development of the Unesco).

Over the past two decades, due to the large-scale movements for adult literacy and primary education in various countries, millions of people have acquired new literacy skills and these potential readers are now searching for ways and means to use this newly acquired literacy. To meet their needs, this workshop was organised.

The main objective of the workshop was to analyse the present situation and problems concerning availability, kinds of books and reading interests, and reading promotion activities conducted in rural areas in the participating countries;

to formulate practical and effective strategies for providing reading materials and promote reading in rural areas; and

to formulate an APPREB sub-regional network to promote reading in rural areas.

Participants were those who were directly involved in conducting reading promotion activities, literacy education, material development, library activities, publishing for rural areas in

Bangladesh, India, Nepal and Pakistan. India was represented by Dr. Varsha Das, Editor, National Book Trust, India; Pakistan by Ms. Shaheen Attiqur Rahman from an NGO, Bunyad Literacy Community Council; from Nepal Shri Krishna Prasad Gautam, a lecturer from the Campus of Tribhuvan University. The country papers presented by the representative participants were on "Most Vital Problems in Literacy and Reading in Rural Areas and Practical Strategies to Solve Such Problems". The 3-day workshop ended with the following draft recommendations:

UNESCO should:

1. provide support to developing countries to increase its role in promoting literacy in rural areas;
2. increase funding to developing countries for establishing and strengthening rural resource centres and improving reading facilities;
3. provide assistance to writers and publishers of the sub-region;
4. appoint representatives in each country to monitor and evaluate APPREB activities and to recommend further action;
5. take initiative to replicate successful projects to other countries;
6. allocate more funds for disseminating audio-visual materials and

for translating materials;

7. provide channels to link sub-regional (SAARC) to exchange books for neo-literates, rural people such as through providing newsletters;
8. encourage exchange of materials and information where free flow is not possible through regular channel;
9. provide financial and technical assistance in order to transfer appropriate technology such as indigenous paper production;
10. prepare lists of materials developed at the sub-regional level in a computer disk;
11. set up, through ACCU, information coordination cell to monitor regional programmes to contact and coordinating agencies working for literacy and reading promotion.

ACCU should:

1. organize sub-regional workshops to develop concrete strategies specifically for each country in the region;
2. support mobile libraries by providing vans and motorcycles;
3. publicise its literacy materials and provide funds for local versions in print and audio-visual media;

4. organize training workshops for writers, publishers, librarians, master trainers for audio-visual material development, for specific material for tribals and other disadvantaged groups, for the development of non-book materials like wall papers etc. for transfer of technology at local level;
5. arrange exposure visits of different professionals involved in promoting reading for sharing of experiences;
6. collect and circulate list of NGOs, publishers, printers working for neo-literates in rural areas;
7. organize exchange of materials at the regional level;
8. publish a book on success stories of the region which can be translated in national languages.

GOVERNMENTS should :

1. set-up literacy board to regularly evaluate and coordinate the activities of all agencies involved in literacy and reading promotion. The apex body should issue direction for all levels of activity. Within the government interdepartmental coordination should be set up to bring about synchronization in the work of all relevant agencies and sectors both government and private.
2. where a National Book Policy has not been adopted, it must be done on a priority basis and provision be made in the Book Policy for effective implementation of literacy and reading pro-

motion programmes. Materials should be developed both through a centralized organization as well as locally. Steps should be taken to distribute the reading materials. Special attention should be made for specialized books for the neo-literates and also for tribals and various ethnic communities and languages. Development of linkages between private publishers and agencies involved in materials development should be ensured to make publishing of books viable.

3. attach top priority to setting up and expansion of a library network and all existing reading materials for neo-literates should be made available along with other books. Mobile rikshaw/van library should be introduced in the rural areas. Tax exemption should be made for investment in public libraries. In all primary schools there should be a library for the children and also for the adults.

4. set up, through National Book Centre, library board or any apex body for reading promotion in rural areas. They should organize training programmes, workshops, field trips within the country and the region both for material development and personnel development. Special attention should be paid for sustaining of literacy. This step should pay special attention for the training of writers and illustrators.

5. with the collaboration of private publishers, booksellers, government institutions and NGOs, the National Book Centre should

build up a distribution network.

NGO should :

1. mobilise networking material developers, GOs, publishers for rural libraries, which could facilitate exchange of experiences and information.
2. reading atmosphere in rural areas by showing the people practical benefits of this habit more relevant than time spent on TV; local personalities to be involved in its promotion.
3. demonstrate, at rural level, how to start the reading habits by setting up box libraries, micro-libraries, mobile libraries or by setting up resource centres or by organising workshops, towards continuing education.
4. encourage local people to participate in the promotion of reading by sharing their needs, desires, touching special areas like women, agriculture etc.

COMMUNITY should :

1. encourage reading habits by motivating people away from TV. into seeking answers from reading, encourage reading camps, and setting up training centres in libraries related closely to reading, e.g. book binding, paper making etc. (rural community).
2. mobilise in collection of old books, magazines for rural libraries, such as adopting a reading room.

Status of Women

The Centre for Social Research organised a Seminar on 'Status of Women' in New Delhi recently. The highlight of the Seminar was invitation of village women to talk about their problems.

A Panchayat member from Rajasthan was candid in her views over the failure of most-economic or political reforms introduced for women. The reforms never benefit womenfolk. Because men in our village manipulate everything. The funds assigned for women's development programmes are taken away by our men. They believe that our job is only to serve them, and to remain confined in the four walls of our houses. So, it's a waste to invest money in any development programmes, she said. She added that the token presence of some women in the Panchayat is useless because nobody lets them speak or express their views. Besides, "How many village women are literate enough to express their views in a Panchayat meeting?" she asked.

Her outburst exposed the bitter truth which lies behind all government reforms. The plans are lofty but no group is willing to execute or implement these plans. And the women themselves lack any guidance.

In the absence of an authoritative force, women, despite being given equal rights by the Constitution, have a minuscule presence in village panchayats, tribal councils or legislative bodies.

While on one hand, women have become more aware of their rights, on the other hand, there is greater pressure on them to give up their claims.

Though women became eager trade unionists they have still not been able to grab key positions in the organisations. "Women find themselves not only battling with the opposite sex but also fighting a mafia. Now they don't want just a share in the decision making but want to be the decision makers," said Mr. Anand Kumar, a professor in Jawaharlal Nehru University.

Alice Garg of Bal Rashmi Society from Jaipur said that unless social attitudes changed political reforms will be ineffective, "Just like a grandson automatically becomes the inheritor of his grandfather's wealth at birth, the grand-daughter should also have similar rights," she said. But in a society where many schools still put a cross along the mother's name, these changes will take a long time.

- Malvika Kaul
H.T.

Total Literacy Campaign in Bhagalpur Jails

A total literacy campaign for inmates of Bhagalpur Jail was started on October 2, 1994 by the Department of Adult, Continuing Education and Extension, Bhagalpur University, Bhagalpur (Bihar).

Within four months 495 prisoners (471 males and 24 females) of Central Jail and 149 male prisoners of special central jail, Bhagalpur were made literate.

This was achieved with the help of 64 prisoner volunteers of both the jails.

A special function was arranged on January 31, 1995 to declare the two jails totally literate. Officials of the University, jails and others were present on the occasion.

The prisoners organised cultural programmes and Nukkad Natak 'Der Aye Durusth Aye' (Better Late than Never) on the occasion. The prizes were given away to the best volunteer and artist of the cultural programme.

1995 Year for Tolerance

The United Nations has declared 1995 as the Year for Tolerance.

The Standing Committee of Non Governmental Organisations (NGOs) at the UNESCO has announced Poster Contest to promote the spirit of tolerance in daily life. The poster should aim towards better mutual understanding, notably through the recognition and respect of other people's opinions, customs and differences.

The last date for receipt of posters is May 31, 1995.

Further information: Standing Committee of the NGOs/UNESCO, 1 rue Miollis - 75732, Paris CEDEX 15, France.

International Years

(proclaimed by the United Nations General Assembly)

1983 World Communication Year
1985 International Youth Year
1986 International Year of Peace
1987 International Year of Shelter for the Homeless

1988 Year of Communication and Cooperation about AIDS
1990 International Literacy Year
1992 International Space Year
1994 International Year of the Family
1995 Year for Tolerance

Documents

Rajan, K.R. **Mass Literacy : The Ernakulam Experiment.** Ernakulam District Literacy Society, 1991, 300 p. Rs.100.

The document presents a detailed account of the strategy adopted for organising mass movement for adult literacy in Ernakulam District, Kerala by enlisting the support of local bodies, government employees, voluntary agencies and all sections of the people.

The book starts with literacy movement in Kerala, literacy programme in India and the world literacy.

How the Ernakulam project was implemented has been dealt in subsequent chapters like strategies for motivation, one day survey, training of functionaries, literacy classes, monitoring and evaluation etc.

Some success stories have also been given. How the campaign was integrated with health programmes like eye care, immunization etc. has been highlighted in the book.

The book also gives at the end literacy movements in Cuba, Tanzania, Vietnam, Burma, Brazil, China, Thailand and Soviet Union.

It also contains a bibliography.

Rahi, A.L. **Adult Education - Trends and Issues.** Ambala Cantt, Indian Publications, 1995. p 427 Rs.530.

This book presents a broad spectrum of adult education programme being implemented by developing and developed countries of the world for the eradication of illiteracy. It outlines the key role adult educators must play to ameliorate the lot of illiterate masses and to develop among them skills and social habits conducive to enrichment of human personality.

The book has the following four chapters : Chapter I is on Chronology, Concept, Meaning and Scope of Adult Education. Literacy Policy Issues have been dealt in Chapter II. Chapter III is on Literacy for Specific Groups. The last chapter is on International Perspective of Literacy.

Chatterjee, Meera. **Implementing Health Policy,** New Delhi, Manohar, 1988. 324 p.

The Government of India issued a statement of National Health Policy in 1982, which called for radical change in the established pattern of health care in the country. This book draws the attention to the challenges facing implementation of the policy, pointing out the need to broaden the scope of Health Planning beyond traditional health service provision and to reshape the ecology of the health.

The study analyses the policy in the context of national health needs and

possibilities. Starting from an exploration of the demographic, social, economic and political parameters of health, it hones in on specific issues of policy's implementation : the need for health planning to address itself to the current maldistribution of health; the organisation of health programmes to reach those in need; the interface of the health system with the people - community participation; the potential contributions of the private voluntary health sector; the requirements for spreading simple health technologies; the need for "health" policy to be linked to nutrition policy; and the critical requirement of adequate resource allocations to the primary health sector.

Mandal, R.B., Uyanga, Joseph; Hanuman Prasad. **Introductory Methods in Population Analysis.** New Delhi; Concept Publishing Company, 1989. 267p.

This book highlights the general concepts, theories as well as the growth and distribution of the world population. In the second section, introductory methods are put forward with special reference to migration, sex and age, mortality, fertility and population estimates. In the third section, different techniques of special analysis have been dealt with, that is, techniques of mapping in population distribution, symbolising population data, grouping of population data and their representation of population growth.

Wing, Clive and Chowdhary, Shankar: **A Family Guide to HIV and AIDS in India.** Bombay, Popular Prakashan, 81p. Rs.35.

The authors deal with the gamut of AIDS and HIV related topics ranging from protection and transmission to testing, symptoms and coping with the disease. The book also includes a detailed glossary of often used medical and non medical terms, a bibliography of recent books and articles and a listing of informational organisations that publish booklets and brochures on HIV and AIDS.

Ravindra Kumar, V.K. **Indian Population Control : A Study of Crucial Aspects.** New Delhi, Anmol Publications, 1989, 229p.

The study focuses on Male Multipurpose Health Workers, dealing

with almost all important factors influencing their performance and identifying the difficulties faced by them in carrying out their activities in the field. Since promotion of family planning is the most important responsibility of this category of workers, the various factors influencing their family planning performance have been studied.

Results of the study show that a worker who does not have very high and very low qualifications will do good work in a community of around 4000 persons, whether in family planning or in other branches of health. The posting should not be for a very long period and transfer should not be to a distant place. Wholesome supervision and administration at the PHC and other levels will instil courage and satisfaction among the workers which is conducive to good performance. It is difficult to motivate couples to accept family planning if the worker

has violated the norms.

Vijayaragavan, K. **Agricultural Administration in India. A Comparative Study.** New Delhi, Concept Publication Company, 1994, 255 p. Rs.195.

The author analyses the structure, processes and functioning of agricultural administration of agriculturally developed and less developed states. Does the agricultural administration of developed states significantly differ from that of less developed states? If yes, in what dimensions? The present study provides answer to this question. The book divided into eleven chapters gives a comparative account of different organisational aspects of department of agriculture in a developed and less developed state.

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