

IAEA

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Nominations for Literacy Awards Invited

The Indian Adult Education Association (IAEA) has invited recommendations for 1996 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 instituted in 1987 recognises those individuals or institutions who have made a significant contribution towards the **promotion of adult education among women, creating awareness among them and improving their social and economic status.**

The awardees for the Awards will be selected from panel of names recommended by the Members of the Association, NLM, DAE, NIEPA, TLC/PL/CE Districts, State Education Departments, Universities and other educational bodies of national level.

The following types of work will be considered for the Awards:

- i) Literacy work among Non-Literates
- ii) Post-Literacy and Continuing Education work for Neo-Literates
- iii) Continuing Education and Extension work
- iv) Organisational work
- v) New Teaching Devices and Improved Teaching Material Developed

In assessing the merits of individuals for the awards, the extent to which new initiatives have been taken and the extent to which the work done can be taken as model for replication will be taken into consideration.

27 individuals and two institutions have received the Nehru Literacy Award upto now. Nine women adult educators have been honoured with Tagore Literacy Award since 1987.

Each award carries a plaque, a shawl, a citation and Rs.5,000/- in cash.

The last date for receipt of recommendations on prescribed proforma (separately for Nehru and Tagore Awards) is **July 15, 1996.**

Further information can be had from General Secretary, Indian Adult Education Association, 17-B, Indraprastha Estate, New Delhi - 110 002. Fax - 011-3355306. ■

West Zone Conference in Goa

The Indian Adult Education Association in collaboration with Goa University is organising the West Zone Conference on Adult Education in Taleigao Plateau-Goa on May 21-22, 1996.

The Conference will discuss the problems faced by the adult education movement in the Zone. It will particularly focus on strategies for post-literacy and continuing education.

The last date for registration of delegates from West Zone i.e. (Gujarat, Goa, Maharashtra, Dadar and Nagar Haveli and Daman and Diu, is **May 10, 1996.** The delegation fee is Rs.100/-.

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

Seminar on "Development and Quality of Life"

An inter-disciplinary two day Seminar on "Development and Quality of Life" was organised by the Centre for Adult, Continuing Education and Extension, Lucknow University on March 23-24, 1996.

It was inaugurated by Sri Rai Singh, Secretary, Higher Education. He spoke on the Human Development Index and Status of Women. Dr. RP Gangurde, Addl. Secretary, UGC also spoke on the occasion. The inauguration was presided over by Prof. G.G. Sanwal, Pro Vice-Chancellor, Lucknow University.

The Seminar studied the problem of Development from several perspectives.

It was divided into three sessions, one dealt with conceptual and basic issues which was chaired by Dr.(Ms) HK Paintal. The second session was chaired by Prof. AK Singh of Giri Institute of Development Studies, which dealt with economic and population issues and the third session was on Health and Disability which was chaired by Prof. JV Singh of Department of Social and Preventive Medicine, K.G.M.C., Lucknow.

The following papers were presented and discussed :a) Limits to Growth, Sustainable Development and Quality of Life by Dr. JV Vaishampayan;b)Philosophical Aspects of Quality of Life by Dr. BK

Aggarwal; c)Constructing the HDI or Human Development Index by Prof. Y Tyagi; d)Population Pressures and its Impact on Quality of Life by Dr. Manoj Aggarwal and Dr. RD Sharma; e)Inner Aspects of Quality of Life - Psychological and Spiritual issues by Prof. S Chandra; f)Role of Comprehensive Rehabilitation by Dr. Ratnesh Kumar.

Dr. JV Vaishampayan, Director, Centre for Adult, Continuing Education and Extension, Lucknow University proposed a vote of thanks.■

Alarming Lack of Reading Skills

Over 20 per cent of adults in some of the world's richest countries have literacy skills at only the most basic level, according to the first study on literacy ever conducted by the Organisation for Economic Co-operation and Development (OECD) and Statistics Canada in co-operation with UNESCO and the European Commission.

The study, released in December 1995, tested the reading skills required in daily life of adults aged 16 to 65 in Sweden, the Netherlands, Switzerland, Germany, Poland, Canada and the United States. Poland ranks bottom with 42 per cent of adults having difficulties understanding instructions for medical treatment or carry out day-to-day mathematical calculations. The corresponding figures are 20.7 per cent for the United States, 16.6 per cent for Canada, 14.4 per cent for Germany, 10.5 per cent for the Netherlands and 7.5 per cent for Sweden. ■

Regional Seminar on Continuing Education for Neo-Literates

A two day Regional Seminar on Operationalisation of Revised Scheme of Continuing Education for Neo-literates was organised by Department of Adult Education, Sri Venkateswara University, Tirupati on March 29-30, 1996. About 40 participants representing Southern University Departments of Adult Education, Zilla Saksharatha Samiti (TLC) and State Resource Centres participated. Various issues relating to the revised scheme of Continuing Education, with special reference to operational strategies of Continuing Education programme were discussed.

The Seminar in different sessions discussed : a) Types and strategies of Continuing Education programmes; b) Development of proto type programmes in respect of Equivalency programmes, Income Generating Programmes (IGPs), Quality of Life Improvement Programmes (QLIPs) and Individual Interest Promotion Programmes (IIPs); c) Organisation of Continuing Education Centres; d) Selection of functionaries, location of centres, Resource mobilisation, Monitoring etc.; e) Academic and Technical support required for continuing education programmes; f) Training of functionaries, Materials, Curriculum, Evaluation etc.; g) Role of Panchayati Raj institutions, Universities, NGOs, Schools etc. ■

RECOMMENDATIONS

A brief report of the 46th All India Adult Education Conference which concluded in Vadodara (Gujarat) on March 11, 1996 appeared in the March issue of the Newsletter. The recommendations of the Conference are given below:

1. The 46th All India Adult Education Conference organised by the Indian Adult Education Association and the Department of Continuing/Adult Education and Community Services, MS University of Baroda notes with satisfaction that post-literacy programme has been expanded considerably during the last 3-4 years and about 140 districts at present are in the post-literacy phase.

2. The Conference notes that at many a times there is a wide gap between the literacy and post-literacy phase. This it feels results into relapse into illiteracy and wastage of efforts and resources. It therefore, recommends, that the gap between the TLC and PLC should be reduced. The functionaries both at the top level and at the grass-root level should adopt suitable strategies to achieve it.

3. The Conference notes with satisfaction that Continuing Education Centres in every village on experimental basis are to be started soon. But it feels that the part-time Prerak would not be in a position to deliver the goods. It urges that Prerak should be a full-time person with an honorarium of not less than minimum wages prevalent in the State.

4. The Conference recommends that Jan Shikshan Nilayams/Continuing Education Centres should be provided

adequate space and other infrastructural facilities to make them effective centres. There should be at least two rooms for the centre as recommended by Ghosh Expert Group.

5. The Conference notes that no concerted effort has been made to make adult literacy programme for women effectively linked with development plans. It urges that after completing the post-literacy phase the women should be provided competitive skills for employment or self-employment so that they forge ahead in the next decade as responsible agents for social change.

6. The Conference urges that post-literacy programme to be effective must be linked with economic development through active cooperation of other training institutions for vocational and technical skills. It should be closely linked with job oriented skills such as TRYSEM, IRDP, JRY and DWACRA.

7. The Conference recommends that village institutions particularly Panchayats should be entrusted the responsibility for the conduct of the post-literacy programme. It feels that involvement of school teachers, extension workers, health workers and other important village leaders is also essential for its success.

8. The Conference recommends that the neo-literates should be encouraged to continue their education and undertake open school examination so that they could get gainful employment.

9. The Conference notes with satisfaction that some districts have started newsletter to stabilise the knowledge of reading and writing of neo-literates and to provide current information to them and to the members of the family. But, it feels that all PC/CE districts should bring out newsletter so that neo-literates get opportunities for self education. But, before bringing out the newsletter the persons involved with newsletter should be oriented in editing, production and distribution so that the right message reaches the people at the right time.

10. It feels that studies at grass-root level are necessary to identify the specific needs of the target group so that the teaching/learning process gets strengthened. For this the Conference feels that research institutions and universities could play a leading role in conducting such studies.

11. The Conference feels that Universities are playing an effective role in continuing education of the masses. But, uncertainty regarding their continuation beyond March 1997 is considerably effecting their programmes. It urges upon the University Grants Commission (UGC) to announce its policy regarding continuation of the Departments/ Centres of Adult and Continuing Education beyond March 1997 so that adult and continuing education becomes a permanent system in the university structure.

NCSTC National Awards

The National Council for Science and Technology Communication (NCSTC) have announced National Awards for Science Popularisation for the year 1995.

NCSTC national award of one lakh rupees has gone to Prof. AK Bhatt, Head, Department of Physics, Vijaya College, Mulki, Karnataka, for the Best Effort in Science Popularisation. Prof. Amalendu Bandyopadhyay, Birla Planetarium, Calcutta, jointly with Dr. RD Sharma, Director (Publications), ICAR, New Delhi share the NCSTC National Award of Rupees fifty thousand for Best S&T Coverage in the Mass Media. Shri Sundershan Khanna, Designer, National Institute of Design, Ahmedabad, jointly with Shri Dilip M Salwi, Scientist, PID (CSIR), has won the NCSTC national award of Rupees fifty thousand for Best Efforts in Science Popularisation among Children.

Shri Nani A Palkiwala, renowned jurist, delivered the NSD lecture on a "A Holistic View of the World" at the IIT Delhi. The lecture was preceded by felicitation of the Science Population award winners by Prof. VS Raju, Director, IIT, Delhi. ■

National Workshop for University AE Functionaries

The Centre for Adult, Continuing Education and Extension, University of Kerala in collaboration with Tata Institute of Social Sciences (TISC) Mumbai will be organising a national level workshop of 13 nodal universities at TISC, Mumbai on May 16-18, 1996. ■

Delhi Schools and Volunteers Felicitated

More than 70 schools and 2000 volunteers and learners who form part of the Delhi Schools Literacy Project (DSLIP) were felicitated in New Delhi on April 22, 1996. The certificates and awards were presented by Shri PR Dasgupta, Secretary, Education, Ministry of Human Resource Development, Government of India.

Smt. Rajni Kumar, Coordinator, DSLIP presented the progress report. She called upon the student volunteers to ensure that their learners continue their education after becoming literate and should not relapse into illiteracy.

A number of certificates, trophies and scholarships were awarded to the participants of the DSLIP programme. The Manavsthal School received the Sufi Ajmali trophy for having made largest number of literates in a year. The school got this trophy eighth time in a row. The UNICEF trophy was awarded to Springdales, Pusa Road and New Era Public School. ■

SAMPARK - Newsletter on Welfare

NGOs Newsletter "SAMPARK" is a biannual publication of the Department of Women and Child Development, Ministry of Human Resource Development. It serves as an important medium to exchange news and views for all those interested in the welfare, care and development of women and children and attempts to develop linkages among the Govt. Department and the NGOs.

For further information, please contact : Rita Punchani, Deputy Director NGO Cell, Project : Networking with NGOs, NIPCCD, 5, Sri Institutional Area, Hauz Khas, New Delhi - 110 016. ■

Shiksha Karmi

The Shiksha Karmi Project assisted by the Swedish International Development Agency (SIDA) has been working in Rajasthan since 1987 to revitalise and expand primary education, especially in remote and backward villages of the State. With teacher absenteeism being identified as a major problem area, the project aims at substituting teachers in a single teacher schools with a team of educated local residents, known as *Shiksha Karmis*. As of September 1993, the project had established 740 schools in 64 block units in Rajasthan in which over 90,000 children have enrolled. The project has an outlay of Rs.20.8 crores in Phase I (1987-93) and Rs.24 crores in Phase II (1994-97). ■

RECENT PUBLICATIONS OF IAEA

	Rupees
1. Total Literacy by 2000 edited by KC Choudhary & JL Sachdeva (1995)	40.00
2. Directory of Adult Education Institutions in India (1994)	30.00
3. ABC of Non-Formal Education by KS Pillai (1993)	40.00
4. Approaches to Total Literacy edited by BB Mohanty & JL Sachdeva (1992)	30.00
5. Each One Teach One - Laubach's Materials and Methods edited by SY Shah (1991)	75.00

Available from:

Indian Adult Education Association
17-B, Indraprastha Estate
New Delhi - 110 002

Reason for Drop-Out More Academic

The drop-out rate at the secondary level specially among minority communities both in Bombay and Ahmedabad is very high, according to a survey conducted by the Narsee Monjee Institute of Management Studies (NMIMS), Mumbai. While in Ahmedabad the drop-out rate was as high as 48 per cent, it was 28 per cent in Bombay.

The Survey conducted under the Education Management Resource Programme (EMRP) of the Aga Khan Foundation revealed that among the schools surveyed in Bombay the drop-out rate ranged from 21 per cent (lowest) to 35 per cent (highest) while in Ahmedabad it ranged from 23 per cent to 71 per cent.

Contrary to popular belief, the survey revealed that the major reason for drop-out at the secondary school level is academic and not economic. Of the 1,233 respondents as much as 42 per cent indicated academic reasons for the drop out while 26 per cent indicated economic reasons.

Academic reasons included difficult curriculum, examination failures, heavy work load and change of medium of instruction. Some 16 per cent identified social reasons for dropping out and 7 per cent dropped out due to health reasons.

For both boys and girls academic reasons dominate the cause for drop-out. While 44 per cent of the boys cited academic reasons for the drop-out for girls it was marginally lower with 40 per cent.

The survey carried out in the last week of September and the first week of October 1995 was confined to 1,475 students who dropped out from 8 EMRP schools during two academic years, 1993-94 and 1994-95.

Economic reasons are more dominant for boys than girls. While 30 per cent of the boys cited economic variables only 20 per cent girls cited economic variables for drop-out.

As for social reasons 22 per cent of girls cited social reasons only 9 per cent of the boys cited social reasons for dropping out of school. Similarly, health reasons influenced girls more (9 per cent) than boys (5 per cent).

Contrary to common belief that parents coax students to withdraw from formal education for financial support a majority of the respondents accepted full responsibility for the decision to drop out. In fact, 65 per cent of the 1,451 who responded said the decision was their own. Only 24 per cent attributed the decision to their parents.

Of nearly half of those who responded, 49 per cent said that they were not happy with the decision to drop out, while 30 per cent were quite indifferent while 12 per cent were happy that they had decided to drop out. The negative feeling was higher among girls than boys.

At the same time, 60 per cent of the respondents indicated that they would not want to continue studies even if such opportunity was given to them. However, 30 per cent indicated that they wanted to resume formal education. The remaining did not respond to the question.

In this context, it is interesting to note that most drop-outs, particularly among boys, have found gainful employment. In fact, odd jobs which give immediate but limited financial rewards, the study notes is responsible for the high drop-out rate.

There is also a degree of skepticism about the role of education as provider of financial support in future. Students feel that if after completion of secondary education they have to struggle for a job why not grab it if they can get a job without completing secondary education.

In this context, the study has recommended that education should be made "user friendly". Traditional methods of teaching learning process have failed to enthuse a large number of students. Schools should develop more liberal processes of education to create and retain the interest of students, it added.

Schools should use modern methods of education including extensive use of audio visuals and group project work and revise the curriculum in Class VIII for upgrading language competencies and also equip students with marketable skills.

- Joseph Maliakan
Indian Express

Education in the Indian Constitution

The Directive Principle contained in Article 45 of the Constitution enjoins that "the State shall endeavour to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years". The expression "the State" which occurs in this Article is defined in Article 12 to include the Government and Parliament of India, the government and the legislature of each of the states and all local or other authorities within the territory of India or under the control of the Government of India.

Article 29(1) of the Constitution provides that "any section of the citizens, residing in the territory of India or any part thereof having a distinct language, script or culture of its own shall have the right to conserve the same". Article 29(2) lays down that "no citizen shall be denied admission into any educational institution maintained by the State or receiving aid out of State funds on grounds only of religion, race, caste, language or any of them."

Article 30(1) enjoins that "all minorities, whether based on religion or language shall have the right to establish and administer educational institutions of their choice," while Article 30(2) lays down that "the State shall not in granting aid to educational institutions discriminate against any educational institutions on the ground that it is under the management of a minority, whether based on religion or language." Article 350-A lays down that "it shall be the endeavour of every state and of every local authority within the state to provide adequate facilities for instruction in the mother-tongue at the primary stage of education to children belonging to linguistic minority groups.."

Special care of the economic and educational interests of the under-privileged sections of the population is laid down as an obligation for the State under Article 46. As per this Article "the State shall promote with special care the educational and economic interests of the weaker sections of the people, and in particular, of the Scheduled Castes and the Scheduled Tribes and shall protect them from social injustice and all forms of exploitation."

*Education for All-
The Indian Scene*

National Seminar on Population and Reproductive Health

Population Foundation of India organized a two-day National Seminar on Policy Directions and Strategy of Action in Population and Reproductive Health recently in New Delhi as part of its Silver Jubilee Celebrations. The Seminar was inaugurated by Shri AR Antulay, Union Minister for Health and Family Welfare.

There were five plenary sessions. The first three sessions were on Demography, Policy and Plans, Reproductive Health, and the other two on Management and Programme Administration, and Political Support.

Dr.(Mrs) Najma Heptulla, Deputy Chairman, Rajya Sabha delivered the valedictory address. She said tht the population problem should be tackled on a war-footing. All political parties should make a commitment to the success of the population control measures. Small family norm, development, status of women, environment all formed part of a comprehensive issue which posed a challenge before the nation, she emphasized.

Prominent political leaders, administrators, policy makers, demographers, management specialists, social scientists, representatives of national voluntary organisations and international agencies participated in the Seminar. ■

Documents

National Literacy Mission. **Literacy Campaign - An Evaluative Digest, (Vol.I)**. New Delhi, National Literacy Mission, Directorate of Adult Education, Ministry of Human Resource Development. p 90.

The document summarises the result of 28 Literacy Campaigns (LCs) and presents essential and common findings from external evaluation studies. It is indicative of the general levels of achievements and certain associated details. The information contained include the following:

1. The background of the LC including the target and number of learners.
2. Detail of internal evaluation conducted, if any.
3. The methodology adopted for external evaluation including a) sampling design, b) tool for evaluation, c) evaluation process, d) findings in terms of percentage of achievers.
4. Specific observation of external evaluation team (EET).
5. District Scenario including a) the literacy status after completion of LC, b) number of neo-literates for LC, c) number of learner for mopping up operation.

Balkrishanan, Suresh, Gopalkumar, K and Sreekumar, T.T. **Innovations in Development : Insight from a Literacy Campaign.** Journal of Rural Development Vol.15(1) p 141-160, (1996) NIRD, Hyderabad.

The design and conduct of the Total Literacy Programme in Ernakulam (Kerala) highlight a series of innovations like the campaign mode of intervention, creation of multi-level operational bodies and community mobilization. The experience of the TLP highlights the ability to create a quick and deep impact among large number of people depends on the availability of basic human resources (like educated unemployed youth in large numbers), and the possibility of completing that task in a short-period (6 to 12 months). From the point of organisational effectiveness and cost reduction, such efforts need to be backed with strong state support compatibility with NGO priorities, and a critical mass/cadre of field level activists, backed with the committed, charismatic leadership of a senior official like the District Collector.

Rubenson, Kjell. **Adult Education Policy in Sweden, 1967-1991.** Policy Studies Review, Auuman/Winter 1994, 13:3/4 Florida, International University p 367-387.

This article analyzes the directions government policy took on adult education with regard to context, reform ideology and strategies and where possible, outcomes. To provide a comprehensive account of Swedish adult education strategy labour market training policy has been included which affects an important part of the adult education populace. The analysis starts with a general overview of labour market training. That in contrast to adult education has

remained rather unchanged during the period between 1967 and 1991.

APPEAL Training Materials for Continuing Education Personnel (ATLP-CE), Vol. II. Post Literacy Programmes. Bangkok, Unesco Principal Regional Office for Asia and the Pacific, 1993. p 109.

This volume describes a curriculum framework which involves the phased development of post literacy competencies. Three levels of competency are described and standards are given for each level. An important feature is a focus on the development of mental skills needed for advanced reading. The importance of including job or work-related skills in post-literacy programmes is also discussed.

Guidelines are provided for the production of learning materials, for establishing an infrastructure for implementation and delivery, for training of post-literacy programmes and for monitoring and evaluating post-literacy programmes. The roles of post-literacy programmes in preventing regression to illiteracy among neo-literate adults and in promoting learning autonomy are discussed. The significance of these roles in fostering life-long learning and the emergence of a learning society is also reviewed.

Ghosh, Saila K., Mandal, Kalyan S and Mishra, Madhu. **External Evaluation of the Total Literacy Campaign in Dumka (Bihar).** Calcutta, Indian Institute of Management, 1995. p 97.

The TLC in Dumka had 3.8 lakhs target population in the age group 10-35. About 57 percent of the learners were women. A test was conducted in 5148 centres covering a learner population of 47,101 slightly more than 12% of the total learners enrolled. However, the percentage of learners who actually took the test was around 10%. The analysis shows that out of the total number of learners the percentage of female learners was 56.3%, that of ST 39.1%, of SC 9.4% and of minorities 7.1%. These figure more or less corresponded to the social composition of population in the district. It was found that out of the total number of non-literates who took the test 70% more or less achieved the NLM norms of literacy and numeracy. This percentage however will go down if the success rate is compared against the number of non-literates initially enrolled.

The study shows that there has been a tremendous amount of women awareness and participation in the TLC programme in Dumka. A secondary impact has been a boost towards self help movement as reflected in creation of voluntary organisations and participation in road building and similar other developmental activities organised around the village saksharata samities in which the unemployed youth have actively participated.

The TLC movement in Dumka has very effectively used the rich folk and cultural forms to spread the message of literacy and women empowerment through dance, music, songs and skits. This has created a sense of community feeling lowering the barrier between castes and ethnic groups and inducting the tribal people and backward communities in the mainstream of development activities.

Laroia, Arti. **Population Explosion: A Contemporary Concern.** New Delhi, Agricole Publishing Academy, 1990, p 57, Rs.100.

The study highlights the importance of creating awareness about the current population explosion through population education. In addition, it provides a history of population education in the United States, as well as approaches, goals and objectives of population education with applications for India which is the second most populous country in the world. The study also enumerates the population problems and the consequences of over population in India. Activities and curriculum material have also been discussed.

Pant, Niranjan. **Status of Girl Child and Women in India.** New Delhi, APH Publishing Corporation, 1995, p 175, Rs.300.

The author feels that the fullest development of human personality is largely determined by the environment that surrounds life. Any attempt to improve the situation of women and children must be supported by systematic efforts to improve the socio-physical context of their lives. Therefore, any attempt to understand the status of girl child and women in its proper perspective must highlight the socio-physical setting which contains them.

Mahadevan, K. Ed. **Women and Population Dynamics : Perspectives from Asian Countries.** New Delhi, Sage Publications, 1989, p 382, Rs.275.

The book is divided into three parts. The papers in the first part discuss the status of women in eight Asian nations - China, Thailand, Taiwan, Malaysia, Bangladesh, Pakistan, Iran and Kuwait. Between them, the countries studied provide representative examples of nations with large and small populations, those which are economically better off and others which are not, and those with high birth rates and those with low.

The second section deals with India. The first paper in this section provides an overview of the status of women in India while the remaining seven discuss a particular region of the country in detail. The last section presents a conceptual model and an analytical framework.

West Zone Conference**Involvement of NGOs in Eradication of Illiteracy Stressed**

Goa Chief Minister Pratapsing Rane emphasised the need to actively involve non-governmental organisations, schools, colleges, NCC and NSS students in the crusade against illiteracy. He said that adult literacy programme could not be run as a Government programme and has to be made a people's programme. By doing this, it would also become cost effective, he added.

The Chief Minister was speaking as a special guest after inaugurating the two-day Adult Education Conference of West Zone organised by the Indian Adult Education Association in collaboration with the Goa University at the University Campus on May 21, 1996.

Shri Rane said that universalisation of education would help to eradicate illiteracy and said that the Government has made education compulsory for

the children up to the age of 14 years which makes Government to provide schooling facility in the far flung areas of the State.

Shri Rane in his speech referred to the fast changing world of Science & Technology and emphasised that universities should provide continuing

education opportunities to enable the masses to take benefit of the rapid advancement in Science and Technology.

He said that adult education is a continuous process and as in today's world one has to get abreast of happenings around the world.

Goa University Vice-Chancellor Prof. NC Nigam said that adult education should provide opportunities



Shri Pratapsing Rane, Chief Minister, Goa lighting the lamp to inaugurate the West Zone Conference. Standing with him from R to L are Mr. TD Halarnkar, Mr. JL Sachdeva, Mr. BN Kamble, Dr. JM Gadekar and Prof. NC Nigam

to every individual to lead a meaningful life in democratic set-up. This, he said, could be possible if every individual is provided educational opportunities to participate in a democratic process.

Prof. Nigam emphasised the need to provide computer awareness in the adult education programme so as to meet the challenges of the fast moving world.

Dr. JM Gadekar, Zonal Secretary, Indian Adult Education Association who presided over the function emphasised the need to link adult education with economic activities. He stressed the need to provide suitable literature for the neo literates. Self-learning opportunities be provided to the neo-literates, he added.

Earlier, Shri JL Sachdeva, Director, IAEA in his welcome address said that training programme for the volunteers has to be strengthened so as to achieve desired results from the total literacy campaigns. He stressed the need to start mobile libraries and rural newspapers to enable the masses to continue their education after

becoming literate.

Shri BN Kamble, Member, Executive Committee, IAEA proposed a vote of thanks.

In the session which followed after the inaugural function, Shri JL Sachdeva, Director, IAEA presented the Working Paper. Prof. Nanubhai Joshi, Associate Secretary, IAEA presided.

Shri Sachdeva said that the environment building should be a continuous process so as to keep the motivation of the learners alive in the

in place of present 200 hours programme. Many learners might be interested in a short duration programme, he opined.

Group Discussions

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

1. What should be the role of Universities and Voluntary Organisations in Adult Education Programme particularly in TLC and PL/CE?

2. What should be the strategies for Post-Literacy and Continuing Education in the Next Decade?

The Chairmen of the groups were Shri BA More, Director, Adult Education, Government of Maharashtra and Shri IM Patel, Director, Adult Education, Government of



Prof. NC Nigam, Vice-Chairman, Goa University addressing the participants at the inaugural function

literacy programme. He also emphasised the need to use electronic media particularly TV to motivate both the volunteers and the learners.

Shri Sachdeva said that short-term courses of two to three months with assured follow-up should be tried

Gujarat.

30 delegates representing the States of Goa, Gujarat and Maharashtra attended the Conference. They represented the Government Departments, Universities, Colleges and the voluntary organisations.

Recommendations

After two days of deliberations the Conference made the following recommendations:

1. The West Zone Conference on Adult Education organised by the Indian Adult Education Association in collaboration with Goa University notes with satisfaction that many districts in the States of Maharashtra, Gujarat and Goa had already achieved total literacy.

2. But at the same time the Conference notes that some districts in Gujarat, Maharashtra and Dadra & Nagar Haveli have women literacy level below the national average. It stresses that special efforts should be made to promote literacy among women in these districts so that they also become partners in the development of the country.

3. The Conference notes with regret that role of voluntary agencies in promotion and implementation of literacy programme has been minimised with the launching of the TLC. It urges that well established voluntary organisations (VAs) should be associated with the entire programme from the planning to the implementation stage.

4. The Conference feels that desired results could be achieved if there is a close coordination and cooperation among the government agencies, voluntary organisations and the universities.

5. The Conference notes that mobile libraries have played a significant role in self education of the masses in the past. It urges that mobile libraries

should be started in those villages which will not be covered by the Continuing Education Centres (CECs) in the first phase. But the books in the mobile libraries should be of reader's needs and interests.

6. The Conference recommends that TLC districts should allot specific areas to universities and VAs for literacy, post-literacy and continuing education and should be suitably funded for the purpose.

7. The Conference stresses that the University Departments of Adult, Continuing Education and Extension and NSS should work in close collaboration so that the services of the students are meaningfully utilised for literacy during the vacation period.

8. The Conference feels that grass root research studies are essential to strengthen the on-going programme of adult education. It urges that universities being academic institutions should be involved to conduct such studies. The future shape of the programme should be based on the findings of the research studies.

9. The Conference of the firm view that planning for post-literacy should start in first phase itself. There is no time gap between the literacy and post-literacy phase.

10. The Conference recommends that NLM should take expertise of universities and voluntary organisations in preparing literacy spots for electronic media so as to motivate the learners and volunteers towards the programme. It feels that there is a need to change the present spots so as to motivate and inspire both the volunteers and

learners.

11. The Conference recommends that post literacy and continuing education programme should be entrusted to village panchayats and they should be provided funds for the purpose. ■

IAEA Starts Computer Education Programme for Women

The Indian Adult Education Association with assistance from Central Social Welfare Board (CSWB) has started recently a Computer Education Course for women at its headquarters in New Delhi. The objective is to make women of weaker sections self-reliant.

Two courses of six months duration will be organised in a year.

The Course was inaugurated by Shri BS Garg, President, IAEA. He said that the programme will make women economically independent and economic independence will be an important step in their empowerment.

23 women are attending the first course. ■

Newsletter on Literacy and Population

The Documentation Centre on Literacy and Population Education of the Indian Adult Education Association has recently brought out first issue of its quarterly newsletter titled "Newsletter - Literacy and Population".

It contains news and information on population education in developing countries. It reports on activities under the project, shares global facts on population education. It has also a feature on studies/reports and documents on literacy and population education. ■

Missing Women

Between 1981 and 1991, more than four million girl-children joined the ranks of India's missing women. So eager were we as a society to be rid of these females that an estimated 1.2 million of them were dispatched before they could even see the light of day, either through sex-selected abortions or instant post-natal murder. In 1901, there were 970 women for every 1000 men. Today, there are only 927. As we approach another century - and another census - who knows what horrors will be revealed about the state of Indian women. Even though the child mortality rate in India continues to fall, it is appalling that mortality rates among girls are actually increasing relative to those of boys of a similar age. A World Bank report on women's health in India released last week has grimly catalogued the variety of ways in which women are discriminated against. As girls, they get less vaccinations, less education, less nutrition and even less time at their mothers' breasts than their brothers. When they grow up, they are less

healthy than their male counterparts and succumb more easily to sickness and disease. An alarming number of women also die in child-birth. India, which accounts for 15 per cent of the world's population, is responsible for almost 25 per cent of the world's maternal deaths. According to the World Bank, an Indian woman is 100 times more likely to die during or after childbirth than a woman in the West.

While the reasons for this pervasive gender discrimination and ill-treatment are perhaps complex, its proximate economic and social causes are easily remediable - provided the government is willing to deal with the problem. The high maternal mortality rate, for example, points to the urgent need of providing proper clinics and increasing the number of trained practitioners whose presence, even in remote areas poorly served by medical facilities, can often mean the difference between life and death for a mother and her new-born child. This is essentially a task the government will have to discharge. The World Bank's recommendation to "increase the private sector's role through training

private practitioners" makes little sense when the majority of women lack the wherewithal to pay for health services. It also needs to be noted that the increase in home-based work and the growth of Export Processing Zones - where young women constitute a bulk of the workforce and safeguards are minimal - has meant an increase in eye problems, back pain, chronic headaches, general fatigue and psychiatric illnesses. In this context, the conflation of 'health' and 'family planning' has tended to divert both the government and the World Bank from addressing the full gamut of health problems women face. Reducing the fertility rate is important but any attempt to artificially delink this goal from the socio-economic factors driving fertility is fraught with danger. Misguided proposals to curb population growth by denying families which have more than two children maternity and child benefits will only make the problems of mothers and girls worse.

- Times of India
June 17, 1996 (Editorial)

Satyen Maitra No More

We regret to announce the sad and untimely demise of Shri Satyen Maitra, Hony. Director, State Resource Centre for Adult Education, Bengal Social Service League in Calcutta on June 5, 1996. He was 78.

Shri Satyendra Nath Maitra was the recipient of Nehru Literacy Award (1972) of Indian Adult Education Association for his outstanding contribution in promotion and development of Adult Education in the country.

He was the founder editor of Chalti Jagat a Bengali news periodical for neo-literates and of Janashiksha Parsange a journal for enhancing awareness about education among the people.

Shri Maitra was conferred D.Litt (Honoris Causa) by Rabindra Bharati University in 1995.

He was a member of various Committees and Boards set up by the Planning Commission and the Ministry of HRD.

The IAEA deeply mourns his death and conveys its condolences to the bereaved family, BSSL and the SRC, West Bengal.

Essay Competition on Literacy and Adult Education

The Directorate of Adult Education, New Delhi has announced national essay competition on literacy and adult education.

The competition is for students, teachers and writers.

The topics for different categories are:

1. Students at Secondary/Senior Secondary Levels

“Who benefits from Literacy and How?”

2. College/University Students

“Literacy for Women's Equality and Empowerment”

3. Teachers

“Role of Panchayati Raj Institutions in the National Mission for Total Literacy”

4. General

“Literacy Accelerates the Pace of Development”

Three prizes and consolation prizes will be given in each category.

The last date for receipt of entries is **July 14, 1996**. Entries could be sent to Director, Directorate of Adult Education, Block NO.10 Jamnagar House, Shahjahan Road, New Delhi - 110 011. Fax : 3383739.

New Look for Management Needed

The International Institute for Educational Planning (IIEP), Paris organised a sub-regional workshop on Institutional Management in Higher Education in New Delhi recently for university personnel from 11 central and south Asian countries. One of the

points on which consensus emerged was that the mission of universities has undergone a radical change over the years and as such the universities needed new tools to meet tomorrow's changes. This fact was very cogently summed up by Dr. Gramam, Vice-Chancellor of Pondicherry University in these words “In the past, education was for an elite, knowledge was less important than values. Today education is for the masses, and knowledge is more important than values. However, the content and method of instruction have not changed and universities are being managed with yesterday's tools for tomorrow's aspirations. The administrators of universities need training to meet these new challenges”. ■

Success Stories in TLC

The Indian Adult Education Association (IAEA) proposes to bring out a publication which will enable the readers to assess and appreciate the positive impact of the literacy and adult education programme on the lives of the learners, their families and the community at large. The main focus of the study will be on learning through participation of volunteers and learners.

The objective is to spread success stories to areas where promoting literacy is proving difficult and to create positive attitude towards the programme.

The IAEA seeks cooperation of researchers, practitioners, field workers, teachers and resource

persons in collecting authentic, true and correct reports on the achievements of literacy/adult education programme and how these achievements have led to social change and social transformation.

We request our readers to look for such success stories, inform us or write out short and crisp account, for possible inclusion in the proposed compilation. ■

Asian Communication : Next 25 Years

The Asian Mass Communication Research and Information Centre (AMIC) organised a Conference on Asian Communication : The Next 25 Years in Singapore on June 1-3, 1996. This was the 25th Anniversary Conference of the AMIC.

Prof. BB Mohanty, Resident Director, Indian Institute of Mass Communication, Dhenkanal, Orissa and Vice-President, Indian Adult Education Association attended. He participated on subjects like rural communication and communication technology for the developing countries.

In his presentation, Prof. Mohanty said that concept of global village pioneered by Marshal McLuhan is utopian. It had never existed and will never exist. He said that it is technically feasible to wire the entire globe but then the people should have technology to receive and absorb the messages.

More than 300 delegates from 30 countries participated in the three-day meet. ■

ASPBAE General Assembly

The Asian South Pacific Bureau of Adult Education (ASPBAE) will be organising its second General Assembly in Darwin, Australia on December 1-8, 1996.

The theme is "Adult Education into the 21st Century : Globalisation, Democratisation and Human Development".

Further information : Secretary General, ASPBAE, 42 Tughlakabad Institutional Area, New Delhi - 110 062. ■

Life Expectancy

● Average life expectancy at birth globally in 1995 was more than 65 years, an increase of about 3 years since 1985. It was over 75 years in developed countries, 64 years in developing countries, and 52 years in least developed countries.

● The world's lowest life expectancy at birth, just 40 years, is in Sierra Leone -barely half of the world's highest, in Japan, where it is 79.7 years.

● At least 18 countries in Africa have a life expectancy at birth of 50 years or less.

● The number of countries with a life expectancy at birth of over 60 years has increased from at least 98 (with a total population of 2.7 billion) in 1980 to at least 120 (with a total population of 4.9 million) in 1995.

● On average, women today can expect to live over 4 years longer than men' - 67.2 years versus 63 years. The female advantage is greatest in Europe - almost 8 more years - and smallest in South-East Asia, where it is just one year. ■

National Workshop on Poulation Education

The Directorate of Adult Education, Department of Education, Ministry of Human Resource Development, Govt. of India organised a National Workshop on Poulation Education at Kodaikanal, Tamil Nadu on May 27-28, 1996.

It was inaugurated by Shri Bhaskar Chatterjee, Joint Secretary (AE) and Director General, National Literacy Mission. After the inaugural session some SRCs shared their experiences of field operational seminars organised on the zonal basis.

The theme of the Conference was discussed in four groups:

1. Identification of major thrust areas in the third phase of the Population Education Project (1997-2001).

2. Future Strategies for Integrating Population Education in Adult Education Programmes - Identification of New Approaches, especially in the Context of Post-Literacy and Continuing Education Programmes.

3. Expansion of Population Education Project in the next Phase - Modalities for Facilitating Innovative and Experimental Projects.

4. Organisational Structure at the National, State and District Levels and the Operational Strategies for Implementing the Project particularly at the field level - Implications for Training and

Orientation of Functionaries.

About 30 participants representing SRCs, State Directorates of Adult Education etc. participated in the two-day meet.

Shri JL Sachdeva, Director, IAEA attended. ■

RECENT PUBLICATIONS OF IAEA

Rupees

- | | |
|---|-------|
| 1. Total Literacy by 2000
edited by KC Choudhary &
JL Sachdeva(1995) | 40.00 |
| 2. Directory of Adult Education
Institutions in India
(1994) | 30.00 |
| 3. ABC of Non-Formal
Education by KS Pillai
(1993) | 40.00 |
| 4. Approaches to Total Literacy
edited by BB Mohanty &
JL Sachdeva (1992) | 30.00 |
| 5. Each One Teach One -
Laubach's Materials and
Methods edited by SY Shah
(1991) | 75.00 |

Available from:

Indian Adult Education Association
17-B, Indraprastha Estate
New Delhi - 110 002

Mathura Dutt is Dead

Shri Mathura Dutt, former Head Jamadar of the Indian Adult Education Association passed away in New Delhi recently. He was 60.

He retired from the Association on the 29th February 1996 after serving the organisation for 34 years.

The IAEA condoles his sudden and untimely death. ■

Documents

Goel, Madan Lal, Singh, V.B. **Social and Political Science Research Methods**. New Delhi, Ajanta, 1996. 307p. Rs.495.

The book describes contemporary research methods in the social sciences. It covers all the primary topics in conducting research from conceptualization and research design to data analysis and to writing the research report. Experiments, survey research, field studies, content analysis are described and their strength as research tools are evaluated.

Computer technology and its ability for the social scientist is also discussed. Computer hardware and software have been described.

Graphics and charts, percentaging, the construction of bivariate and multi-variate tables, and correlation co-efficients are also discussed.

Unesco. Principal Regional Office for Asia and the Pacific. **APPEAL training materials for continuing education personnel (ATLP-CE). Vol. III - Equivalency programmes**, Bangkok, 1993. 63 p (Asia Pacific Programme of Education for All).

This book is the third volume in the series and it deals with equivalency CE programmes.

Various models for structuring general and vocational equivalency programmes are described and discussed and specific examples of equivalency curricula are reviewed in

this book. Comparisons are made between formal secondary schooling and non-formal equivalency programmes. The particular role of equivalency programmes in increasing access to secondary education is reviewed and strengths and weaknesses of the approach are identified.

The document provides the guidelines for the production of learning materials, for establishing an infrastructure for implementation and delivery, for training personnel and for monitoring and evaluating equivalency programmes.

The volume includes a discussion of the special problems associated with equivalency accreditation and certification. Links with formal system of schooling are discussed and the complementary relationships between formal education and non-formal equivalency programmes is emphasised. Clientele for equivalency programmes have been identified and described.

The volume reviews the relationship between equivalency programmes and other types of continuing education and discusses the contribution of equivalency programmes in promoting life-long learning and the evolution of a learning society.

Tang, Qian. **Adult Education in China : Policies and Practice in the 1980s**, Policy Studies Review, Autumn/Winter 1994-95. Vol. 13 No.3/4 pp 391-414.

Since the beginning of 1980s, a

comprehensive system of adult education has been established in China. The article gives a description of the main measures taken by governments at various levels in making elementary education available in all rural areas to stem the number of new illiterates; focusing adult literacy work on the 12 to 45 age-group; and utilizing various methods, including vocational training. In rural areas three major components of education i.e. elementary, vocational and adult education are taken in a coordinated manner. In urban areas, emphasis was given to providing on-the-job training designed to improve professional knowledge and skills of these employees in industries experiencing fast technological advancement. Although there were great achievements during the 1980s, many problems still exist. Improving quality of teaching, modifying curriculum to meet the needs of local development, providing short-term agricultural technical training in rural areas, offering retraining for the unemployed, and mobilizing financial resources from all sectors of the society are among the measures which the Chinese government has taken in the 1990s to further develop its adult education system.

Ray, G.L. **Extension, Communication and Management**, Calcutta, Naya Prakash, 1996. 309 p. Rs.160.

The book contains ten chapters. Chapter one deals with concept, principles and scope of extension;

chapter two discusses some features of the rural systems in India and various studies on rural change. Some concepts relating to communication and principles of rural journalism are discussed in chapter three. Chapter four is devoted to communication methods such as individual methods, group methods and mass methods. Chapters five and six deal with audio-visual aids and adoption and diffusion of innovation. Chapter seven presents an overview of system of extension in India. Programme Planning, Management of Extension Organisations and Rural Youth and Women are discussed in chapter eight to ten. The book also contains a bibliography.

Ahluwalia, Manjeet and Sharma, Anuradha. **A Study on the Phenomena of Drop-Outs in Literacy Campaign: A Field Experience.** Chandigarh, Regional Resource Centre for Adult and Continuing Education, Punjab University. (n.d.) 26 p. (Mimeographed).

The document studies the factors responsible for drop-outs in the Total Literacy Campaigns being implemented in Hoshiarpur and Faridkot districts of Punjab.

The study investigates various reasons of drop outs along with age, occupation and interaction between the age and stage of drop-out. The various reasons for the phenomena of drop-outs can be categorised into three wider groups and their interactions : (1) Reasons pertaining

to socio-economic and cultural conditions, (2) Personal reasons or reasons of the individual, and (3) Reasons pertaining to the literacy classes.

The major reason for dropping out was the household drudgery which causes tiredness and allow no time to attend the literacy classes. The second important reason was general inhibition from the family and discouragement rendered by the family and society. Other important reasons were uninteresting learning materials, non-linkage of literacy with functional aspect of the learners and non-individualisation of programmes according to the needs and inner abilities of the learners.

The findings of the study show that age has nothing to do with the dropping out; 41% of the drop-outs were in the age-group 15-25 years. Another important finding is about the occupation of drop outs. Most of the drop-outs were unskilled and casual workers. Most of the women have to work in the house as well as in the fields and they do not get time for attending the classes.

Paul, Madan C. Ed. **Drugs, Youth and Society.** New Delhi; Madhu Deep Publications, 1996. 227 p. Rs.365.

The book contains fourteen research papers which discuss the problem namely, the social, economic, cultural and psychological factors leading to drug addiction in Delhi; and summary papers for the country as a whole which looks at the problem in its different settings. There are

important recommendations from the psychological, social and organisational and legal plans and in particular details of the way in which family, community and the university can play a role. Case studies of successful social attempts at countering the menace are also given.

Cassen, R.H. **India : Population, Economy, Society.** London, The Macmillan Press Ltd., 1982, p419.

The book has five parts. The first chapter gives some background to the problem of population change and the way it has occurred, mainly outside India. The second looks at current and future characteristics of India's population. The third examines the family planning programme. In the fourth the interrelationships between economic development and population change are explored, the character of economic progress in India and how population has affected it and been affected by it. In the last chapter the subject is the prospect for social and political development.

The book is largely concerned with the affect of population growth on economic development. There is some detailed discussion of fertility, mortality, migration and economic conditions. The demographic situation is analysed in relation to the Indian historical background and the experiences of other countries and also in terms of health and family planning and in relation to India's economic progress. The book ends by considering the future, prospects of Indian society and possible lines of its development.



WORLD LITERACY

Highlights

● Adult literacy rate in the world increased from 69.5 percent in 1980 to an estimated 77.4 percent in 1995, and could further improve to reach 80 percent by the year 2000.

● The number of adult literates rose from 2 billions in 1980 to an estimated 3 billions in 1995, i.e. by 1 billion persons. Their numbers may reach 3.4 billions in the year 2000, and 4.2 billions in 2010 if the current rate of progress could be maintained.

● There is a large adult illiterate population in today's world, numbering some 885 million persons aged 15 years and over - which increased from an estimated 877 millions in 1980.

● With 551 millions out of a total of 877 million adult illiterates, women accounted in 1980 for 62.8 percent of the world's illiterate population. Estimated to have further increased to 565 millions in 1995, this proportion steadily climbed to 63.8 percent in 1995.

● Almost two-third (61.9 percent) of the world's female adult population were literate in 1980, as compared to 77.2 percent or more than three-

quarters for men. These improved to give estimated literacy rates of 71.2 percent for female and 83.6 percent for male in 1995. Gender gap in male and female literacy rates narrowed from 15.3 percentage points in 1980 to 12.4 in 1995.

● Among the sub-regions of the world, the problem of illiteracy seems to be particularly serious in Southern Asia, Sub-Saharan Africa and Arab States, with average literacy rates of around 40 percent literacy in the early 1980s, and below 60 percent in 1995.

● The number of adult literates increased by 443 millions in the developing countries of Eastern Asia/Oceania from 1980 to 1995 - to reach more than 1 billion. They doubled in numbers during the same period in Sub-Saharan Africa and the Arab States, and increased by almost 200 millions in Southern Asia, or 88 percent.

● The adult illiterate population continued to increase from 1980 to 1995 by 70 millions in Southern Asia, by 15 millions in Sub-Saharan Africa, and by 9 millions in the Arab States.

**Research Methodology Course
New Delhi, Dec. 10-20, 1996**

The Indian Adult Education Association will be organising the fifth course on Research Methodology in New Delhi on December 10-20, 1996.

The objectives of the Course will be :

- a) to acquaint the participants with the trends in researches in adult/population 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.
- e) to equip the participants to follow appropriate sampling techniques.
- 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.

Call to Make Education Socially Relevant

Mr. Justice Adarsh Sen Anand of the Supreme Court has stressed the need to strive for making the present education system more socially relevant and equip an individual not only to face his personal challenges and realise legitimate ambitions, but also to strive towards grappling with larger issues of alleviation of poverty, up-holding of personal freedoms and cultivation of democratic values.

Delivering the convocation address at Lucknow University recently, Mr. Justice Anand regretted that at present the university system had buckled under the pressure of circumstances and was merely awarding degrees and diplomas, without paying proper attention to the future students. Unless all persons holding responsible posts in the universities and colleges gave a second look and took remedial measures to improve the system to keep abreast with technological revolution and globalisation of the economy and bring about reforms, the country was bound to pay a heavy price, he added. ■

Population explosion feared in Indian mega cities

Releasing the 1996 State of the World Population Report recently UNFPA representative, Dr. Wasim Zaman, pointed out that between 1995 and 2020 there will be a 2 billion increase in urban population and 93 per cent of this increase will be in developing countries. Less developed

countries are growing at the rate of 3.5 per cent per annum compared to the global urban growth rate of 2.5 per cent.

The growth of cities in India is phenomenal. Of the 14 mega cities of the world with a population of over 10 million, two are Indian. While Mumbai has a population of 14.5 million, Calcutta has 11.5 million.

In fact by the year 2000 Mumbai is expected to be second largest city of the world. (Tokyo being the first). Three Indian cities will figure in the over 10 million' list by the turn of the century.

In Mumbai slums account for half of Mumbai's population. The morbidity and mortality levels in the poorer urban slums can be as high as in rural areas. Squatters settlements need priority attention, says Zaman, because even in the developed world high levels of infant and child mortality have been observed in the poor urban neighbourhoods.

Zaman pointed out that the growth of big cities was not necessarily bad news because cities are centres for economic growth and social development.

What is worrying, however, is that 600 million urban residents in developing countries do not have the means to meet their basic needs for shelter, water and health. So poverty is a direct threat to urban future, says Zaman.

While for most groups living standards are better in the cities than in the rural areas, it is not so for the poor. Their environment is

overcrowded, violent and unhealthy; their livelihoods are precarious and services available to them are of low quality and difficult to access.

Many of the poorest among the urban population are women and their families. For women headed households urban life means insecurity, threat of violence and extreme difficulty in finding health care and education which will enable them to escape from poverty.

Millions of urban children and youth run the risk of dropping out of schools of labour exploitation, sexual exploitation, unwanted pregnancies and STDs.

Migration should be a matter of choice but for many men and women it is a matter of necessity. And for many there is no going back.

The State of World Population Report points out that the challenge will be to expand social investments within the context of declining social sector budgets. ■

Role of Teachers in Creating Awareness on Population Education

The Population Education Resource Centre (PERC), Department of Adult, Continuing Education and Extension, University of Delhi organised a panel discussion on Role of Teachers in providing awareness about HIV, AIDS and Reproductive Health on the eve of the World Population Day on July 12, 1996. Teachers, students and NGOs representatives participated. ■

Education for All

Some 230 participants from more than 70 countries agreed upon "the necessity and possibility of achieving education for all" and rededicated themselves in this essential task, at the conclusion of a four-day review of what has been achieved since the World Conference on Education for All (EFA), held in Jomtien, Thailand in 1990.

The conference, held in Amman, Jordan, issued the "Amman Affirmation" which stressed that education is empowerment and the key to reinforcing democracy, sustainable and human development and to peace founded upon mutual respect and social justice.

The conference noted that there has been definite progress in basic education, with increasing enrolments and dropping numbers of out-of-school children, but found that much remained to be done.

In a statement issued at the end of the conference, the participants called on countries to assume the responsibility for accelerating progress towards Education For All (EFA), setting firm targets and timetables for achievements. "International agencies and donors must also play their full role as partners in the Education for All (EFA) movement, matching national efforts with significantly increased international support, better coordination and greater responsiveness to country priorities," the statement said.

Calling upon all partners to both mobilize new resources and learn to use existing resources more effectively, the conference underlined the need for enhanced political will, greater financial and material resources and improved management.

The participants found that despite near-universal ratification of the UN Convention on the Rights of the Child, including the child's right to education, over 100 million children continue to be without access to education. "We must respond with new strategies and approaches to bring education within the reach of all, including the poor, the remote and those with special needs," the statement concluded. ■

Planning Commission Committee on Rural Development

With a view to involve the voluntary organisations (VOs) in the implementation of Rural Development programmes and in technology transfer to rural areas for the 9th Five Year Plan, the Planning Commission has appointed a 22 member working committee including 7 from the voluntary sector.

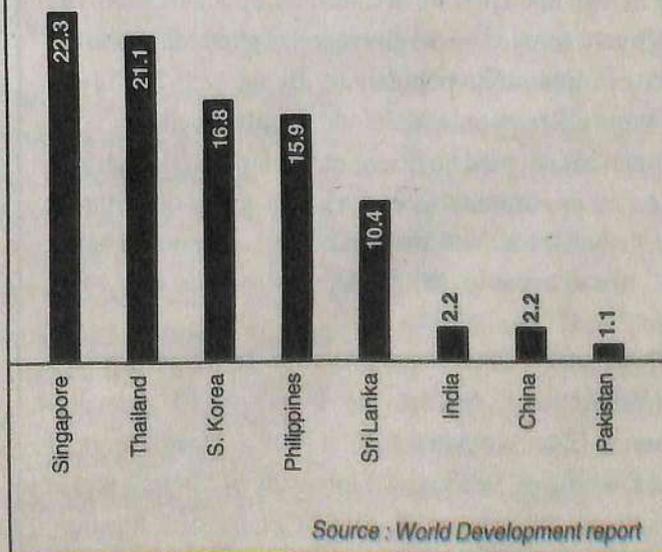
The Committee will identify the areas lacking VOs so that they can be encouraged in development there. It will examine specific problems and bottlenecks for rural development and social sector programmes and suggest ways to overcome them through a greater participation of NGOs.

It will also evolve a set of guidelines for effective collaboration between VOs, Government and PRIs to facilitate a better delivery of various development schemes in rural areas. ■

SNAPSHOT ASIA

Education expenditure

The two largest Asian nations, China and India, rank virtually at the bottom on education as a percentage of government expenditure.



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world literacy.....

- With estimated literacy rates of more than 90 percent in 1995, 61 countries are close to achieving full literacy - up from 44 countries in 1980. Posting literacy rates from 70 to 90 percent, progress towards full literacy can be considered as self-sustainable in 36 countries. There were at least 69 countries with literacy rates below 70 percent in 1980; this number reduced to 46 in 1995, with 24 countries posting literacy rates of less than 50 percent.
- Almost three-quarters of the world's illiterate population are

concentrated in nine countries with more than 10 million adult illiterates - India, China, Pakistan, Bangladesh, Nigeria, Indonesia, Ethiopia, Egypt and Brazil. Among them, India and China taken together account for more than half of the world's illiterate population.

- For the world as a whole, high average literacy rates of more than 80 percent are common among the 15-34 years old today, as against low literacy levels of around 60 percent among those aged 60 years and over.

Unesco Compendium of Statistics on Illiteracy - 1995

contd. from page 1, col 3

research methodology course.....

About 20 participants from Departments/Centres of Adult, Continuing Education and Extension of Universities, Colleges, SRCs, DRUs, Government Departments and voluntary agencies are likely to participate in the course.

The last date for receipt of application alongwith course fee of Rs.750/ is **November 15, 1996.**

Further information can be had from the Director, Indian Adult Education Association, 17-B, Indraprastha Estate, New Delhi - 110 002. Fax - 3355306. ■

UN Conference on Human Settlements Habitat II

The 11th United Nations Conference Habitat II on human settlements was held in Istanbul, Turkey on June 3-14, 1996 to address the challenges posed by increasing urbanization throughout the world.

The problem of urbanisation is increasing. The cities continue to attract migrants from rural areas because they enable people to advance socially and economically. Urban poverty is as high as 60 percent in some metropolitan cities. The Conference concentrated on the protection of global environment in the face of rapid urban population. By the year 2025 two-thirds of the world's population could be city dwellers.

171 nations adopted the Istanbul Declarations which said "We take this opportunity to endorse the goals of ensuring adequate shelter for all and making human settlements safer, healthier, more liveable, equitable, sustainable and more productive.."

Official and NGO delegations from India participated in this Conference. Among the India's NGO delegates Dr. Rajkumari Chandrasekhar, former Prof. & Head, Deptt. of Adult and Continuing Education, University of Madras, and at present Adviser, Women's Cell, Stella College of Education, Madras participated. ■

SHIVAJI UNIVERSITY, KOLHAPUR

Admission Notice

Candidates desirous of taking admission to the following courses should apply to the Registrar, Shivaji University, Kolhapur in the prescribed form on or before 15th Sept., 1996. 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.20/- & Dip. in Pop. Edn. Rs.20/-)

Courses :

Correspondence Cum Contact Course one year in

1. Diploma Course in Adult Education

2. Diploma Course in Population Education.

Basic qualifications: Post-Graduate Degree (II Class) or B.Ed. Those who are already working in the field of adult education. (Attach Experience Certificate)

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

Vidyanagar,

Kolhapur - 416 004

Date : June 1996

I/C REGISTRAR

Challenge of Literacy in Bangladesh

A.K.M. Anisur Rahman

Introduction

Bangladesh is one of the most densely populated areas in the world. It has 119 million people within an area of 148 thousand square kilometres. Most of the people live in green rural settings. They depend directly and indirectly on agriculture (36% of GDP contribution).

Policy Direction

It is very unfortunate that Bangladesh is a country of too few literates compared to large size of its population. The causes for illiteracy 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% does not enrol), high dropout from the schools (53%) and low rate of completion of primary cycle (47%) of education are some of the major problems.

The Government's commitment to eradicate illiteracy is very clear. In the international arena Bangladesh expressed its commitment to the World Declaration on "Education for All" in Jomtien (1990), and World Summit on Child in New York (1990),

and EFA Summit of Nine High Population Countries in Delhi (1993).

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 percent (male 44.3 and female 25.8 percent). The adult literacy rate has increased to some extent over the years. The table below shows adult literacy rates as obtained from census 1974, 1981 and 1991.

<i>Year</i>	<i>Both Sex</i>	<i>Male</i>	<i>Female</i>
1974	25.8	37.2	13.2
1981	29.2	39.7	18.0
1991	35.3	44.3	25.8

Bangladesh is administratively divided into 64 districts and literacy rates vary from area to area. The highest literacy rate (58.67%) is found in Dhaka district and lowest literacy rate (20.18%) in Sherpur district. Of the 64 districts, 22 districts are above national literacy rate and 42 districts are below national literacy rate. Among the male highest literacy rate (65.9%) is found in Dhaka district and lowest literacy rate (27.09%) is in Sherpur district. Among the female

highest literacy rate (48.70%) is found in Dhaka district and the lowest literacy rate (13.19%) also is in Sherpur district.

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:

- Pre-primary education for the 4-5 years age group,
- NFE Programme for out of school or school drop-outs (aged 6-10),
- NFE Programme for adolescent boys and girls (aged 11-14),

d) N F E Programme for adults (15+years), and
e) Continuing education for neo-literates

These components are

being implemented by INFEP through its present organisational set up. It is in fact the main organ of the government to conduct and coordinate nonformal education. INFEP is headed by an Executive Director who is assisted by four Directors, 11 Deputy Directors and 23 Assistant Directors. The INFEP office at the Headquarters has a total of 119 officers and staff along with a MIS Unit. In the Headquarters there are four functional wings under the charge of each Director, namely:

- a) Planning, Programming, Monitoring and Evaluation
- b) Implementation and Field Operation
- c) Administration and Finance (under process of creation)
- d) Technical Support Services

Implementation Strategies

A notable feature of implementation is that only one third of the adult 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 50 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 dropout, attendance of teachers and learners' progress of lessons etc. There are prescribed monitoring formats for collection of information from the centres. A

District Coordinator is required to visit 60 centres a month.

At present 168 NGOs are working with INFEP. The entire cost of running the programme by NGOs provided by INFEP. For selection of NGOs INFEP invites application through newspaper from interested NGO 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 Districts Coordinators.

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.

Besides centre based approach, INFEP has now initiated actions for total literacy campaign. The work started by the Deputy Commissioner in Lalmonirhat is being supported by INFEP. Some new areas 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. ■

Family Life Education thru' Distance Learning

The Parivar Seva Sansthan established in 1978 has announced one year distance learning programme in family life education (FLE).

It provides information on important aspects of life such as growing up, counselling, communication, sexuality, contraception and inter-personal relationships. The course consists of 24 lessons. It also includes a contact and a social research programme.

Further information : Course Coordinator, Family Life Education, Division of Distance Learning, Reproductive Health Education and Training, Parivar Seva Sanstha, J-25, Saket, New Delhi-110 017. Fax - 6967473.

Public opinion is everything. With public sentiments nothing can fail; without it, nothing can succeed. Consequently, he who moulds public opinion goes deeper than he who enacts statutes or pronounces decisions.

- Abraham Lincoln

Readers Letters

"I have gone through the IAEA Newsletter which is very useful, informative and educative".

*N.B. Mirza
Vidya Bhawan
Education Centre
Udaipur (Rajasthan)*

DOCUMENTS

Rodgers, Gerry Ed. **Population Growth and Poverty in Rural South Asia**. New Delhi, Sage Publications, 1989, p 249. Rs.195.

The book consists of five empirical studies of population and poverty in four countries of South Asia: India, Pakistan, Bangladesh and Nepal. Chapter 2 is a household level analysis based on a survey in the Indian State of Bihar, essentially in the Gangetic Plain. The next chapter is also a household level analysis, mainly based on a National Survey of Pakistan. Chapter 4 is set at the all-India level, examining several demographic indicators using a range of census and national survey data sources. Chapter 5 concerns Bangladesh, with particular emphasis on longitudinal data from two villages. The last chapter is a broader analysis at the national level for Nepal. All these studies focus on rural areas.

Gill, Kanwaljit Kaur. **Population Growth, Family Size and Economic Development**. New Delhi, Deep & Deep Publications, 1995, p.172. Rs.230.

The study is divided into nine chapters. The first chapter is introductory in nature. In Chapter 2 relationship between economic development and population growth has been discussed. Population growth as a stimulant to economic growth and how it is a hinderance in the path of economic development have been explained to decipher a rational view

of relationship between the two. The major determinants of population growth, the birth rate and death rate affect and are in turn affected by various levels of economic development.

Chapter 3 deals with the theoretical framework of family size. The decisions regarding family size are affected by the utilities and the costs attached to every additional child in the family. These utilities and costs are different in magnitude for different classes. The main thrust of the study is to analyse the behaviour from the point of view of different classes.

In chapter 4 the author has presented the scenario of population of India as a whole and comparative study has been made of various states of India with respect to the growth, density, sex composition, urbanisation, general literacy level and other vital statistics.

Chapter 5 discusses the impact of economic development on population growth in Punjab. Here major determinants of population growth in Punjab are identified with the help of district-wise information regarding development and demographic variables.

Chapters 6 and 7 decipher the factors affecting family size on the basis of empirical evidence collected from rural Punjab. Both on exploratory behaviour and a casual behaviour of family size is discussed.

Chapter 8 presents population policy of India and its evolution during

development planning. Its various aspects have also been stated. Evaluation of the policy is done in context of Punjab experience. An attempt has been made to understand policy variables in the light of people's needs and options available to them in the context of dynamics of family size and population growth.

Last chapter presents summary and conclusions.

Vaishampayan, J.V.: **Environmental and Population Awareness and Attitudes**. Centre for Adult, Continuing Education and Extension, Lucknow University, 1996, p 72. Rs.50.

The book presents a study on the Attitudes and Awareness of the youth on the twin problems of population explosion as well as the environmental degradation. An attempt has been made to measure the awareness level on these two vital issues and also to find out the variables which affect the awareness. The variables include parental education, income, gender, background, caste, etc.

Apart from awareness on the vital issues concerning population problems, attitude of the people on vital issues like age of marriage, the ideal number of children, the need to have a male child, compulsions in population control policies etc. have also been studied and analysed. The variable which affect these attitudes have also been analysed.

Pandey, M.C. Ed. **Reading Material on Population Education**. Shillong, North Eastern Hill University, 1988, p 135.

This handbook emphasizes population related issues and the manner in which they should be communicated to the rural and urban masses. The booklet also enumerates some participatory type of exercises to help the field functionaries to illustrate population related issues through practical examples.

Steela, Tom and Tylor, Richard. **Learning Independence: A Political Outline of Indian Adult Education**. Leicester, National Institute of Adult, Continuing Education 1995. 151 p. ₹12.00.

The document analyses the failures, successes and future potential of adult education in India since the 1940s. The authors focus on the legacy of British rule and on the perspectives of Gandhi, Nehru and new social movements of more recent-years, particularly the women's movement.

It presents political analysis of the role of adult education as a agency of cultural and ideological significance in post-independence India. It outlines the important part which adult education can play in the development of a more democratic and just society in India, and points to the lessons which the

west might usefully learn from India in terms of a more transformative and participatory adult education.

Mishra, Lakshmidhar. **Motivational Strategies for Promoting Adoption of Small Family Norm through Educational Programmes in India: Impact of the on going Population Education/Family Programme on the Target Audience in a Selected Area**. New Delhi, Ministry of Human Resource Development, Department of Education, Govt. of India, 1992, p 153.

The study rests mostly on secondary data pertaining to the scope, content, process and impact of population education programme in school, higher education and adult education sectors. It presents an up-to-date analysis of the project performance and suggest ways in which the effectiveness can be raised. It also presents a few case studies and summarises the findings for the benefit of policy formulators, implementors and others.

Unesco, Principal Regional Office for Asia and Pacific. **Appeal Training Material for Continuing Education Personnel (ATLP-CE) Vol. V, Income Generating Programmes**. Bangkok, Unesco, 1993. 121 p (Asia Pacific Programme of Education for All).

The book is fifth volume in the series and it deals with Income Generating Continuing Education Programmes (IGPs).

Income-Generating Programmes are those type of vocational continuing education programmes which help participants acquire and upgrade vocational skills and which enable them to conduct income-generating activities. A case is made that such programmes should be directed mainly towards those people who are currently not self-sufficient in a modern world and in particular towards those at or below poverty line.

A programme framework for IGPs is described and its application in communities at low, mid and high levels of socio-economic development is discussed. The components of IGPs include occupational skills, entrepreneurial skills and general education and each of those components is described and discussed.

Guidelines for organising resources of IGP are provided and special emphasis is given to reviewing relationships with the world of work and specially with industry. The volume discusses organisation and delivery of IGPs, the development of personnel and the monitoring and evaluation of programme.

I A E A

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TARLOK SINGH AND KAMALINI BHANSALI GET NEHRU AND TAGORE LITERACY AWARDS

The Nehru and Tagore Literacy Awards for 1996 have been awarded to Shri Tarlok Singh, ICS (Retd.) of New Delhi and Prof.(Smt.) Kamalini H Bhansali of Maharashtra.

The Awards instituted by the Indian Adult Education Association are announced every year on the eve of International Literacy Day.



Tarlok Singh

Shri Tarlok Singh, former Member of the Planning Commission has been selected for the 30th Nehru Literacy Award for his outstanding

contribution in planning, development and promotion of adult education for over five decades. He has worked extensively on the role of adult education in reducing poverty and bringing social change.

He was closely associated with Professor Gunnar Myrdal in Stockholm University, Sweden. He was Deputy Executive Director for Planning in UNICEF, New York from 1970-74.

His writings include 'Poverty and Social Change'; 'Towards an Integrated Society'; and 'India's Development Experience'.

Shri Tarlok Singh was the first Chairman of the Indian Association of Social Science Institutions during 1979-81. He is the Editor of Social Science Journal, IASSI quarterly.

He has been closely connected with All India Committee on Eradication of Illiteracy among Women (AICEIW).

Prof.(Smt.) Kamalini H Bhansali, former Vice-Chancellor, SNDT Women's University, Bombay has been selected for the 10th Tagore Literacy Award for her pioneering role for over three decades in promotion of continuing education and life-long learning for women. She has written comprehensively on adult and continuing education including the book "Sign-Posts for a Learning Society".



Kamalini H Bhansali

She has participated in a number of national and international conventions/seminars on women's education, non-formal education and gender related issues. ■

Tailor Literacy to Public Need : President

President Shankar Dayal Sharma said in New Delhi on September 8, 1996 that an effective way of motivating the people to participate in the movement for literacy was to tailor the schemes and programmes to the specific requirements and needs of the people.

While addressing the gathering at the 30th anniversary of the International Literacy Day celebration, Dr. Sharma said: "It is essential to transmit the message of literacy in the language and specific cultural idioms and forms of various regions. This calls for a subtle strategy whose core thrust is uniform throughout the country - the teaching of the three R's - but which is flexible enough to adapt itself to the circumstances and conditions prevailing in different regions."

He was of the opinion that once interest and enthusiasm were generated in the minds of the people, and "here is a groundswell in the demand for literacy, more than half the battle is already won." He was of the view that an essential pre-requisite for success in achieving the goal was to make literacy "a felt need of the people. Our people must demand literacy and treat it as a necessity of life." He said that an awareness must be generated that life is meaningless until each and every individual of the society is literate.

Dr. Sharma also called for a greater role of panchayati raj institutions in meeting the targets of literacy in the country.

Education should be viewed as a means of empowerment and a measure of preventing exploitation of the sections, he added.

On this occasion, the President also felicitated the districts Belgaum in Karnataka and Dumka in Bihar for their splendid work in the promotion of literacy and presented them the Satyen Maitra memorial national literacy awards 1995-96. He also presented prizes to the winners of the national poster, essay and photography competitions.

Others who spoke on the occasion included Union Minister for Human Resource Development S.R. Bommai and Minister of State for Education Muhi Ram Saikia.

In his address, Mr. Bommai emphasised the need for the devolution of responsibility of sanctioning literacy projects and monitoring them upon the States. "The Government has already covered 401 districts under the literacy campaign and it is no longer possible for the Centre alone to oversee a programme of this magnitude", he said.

Two books were released on the occasion. ■

Self-reliance, self-esteem, self-confidence and self-improvement: such are the cornerstones of the Xuan-Wei Skills-based Literacy Programme for Women in China presented in "DAUGHTERS OF THE EARTH", part of the Education for All-Making it Work series. The booklet describes how quickly change can come about when literacy is tied to technical training and learning materials reflect women's lives and aspirations. To date, 36,000 women have become literate. Many have also managed to double or triple their incomes by learning new production and farming techniques.

UNESCO SOURCES: No.75/Dec 95-Jan 96

Doctorates in Adult Education and Social Development

Lingaraj Satapathy, Head, Department of Education, L.N. College, Patkura, District Kendrapara has been awarded Ph.D. by Utkal University, Bhubaneswar on the topic "An Empirical Study of the Adult Education in the Tribal Regions of the State of Orissa".

D Sivakumar, Research Investigator, Population Research Centre, University of Kerala, Thiruvananthapuram has been awarded Ph.D. Degree by the University of Kerala. The topic of his thesis is "Progress and Problems of Social Development with special reference to Kerala". The study attempts to cover relevant human factors and programmes responsible for raising the quality of life of the people of Kerala.

Dr. D Sivakumar is a life member of the Indian Adult Education Association.

Shastri Indo-Canadian Fellowship

Dr.(Mrs) Sushama Merh-Ashraf, Assistant Director, DACEE, University of Delhi has been awarded the Shastri Indo-Canadian Fellowship under their "Women and Development" Programme for 1996-97. She will work at the University of Alberta, Canada.

Dr. Merh will study utilization of telecommunications and electronic media for Women's Empowerment and Education through Adult-Non-formal approaches. ■

New Thrust Areas in Adult Education in the Ninth Five Year Plan

The Indian Adult Education Association organised a Symposium on New Thrust Areas in Adult Education in the Ninth Five Year Plan at its headquarters in New Delhi on August 08, 1996. 35 participants representing the States of Bihar, UT Chandigarh, Delhi, Gujarat, Haryana, Kerala, Madhya Pradesh, Maharashtra, Rajasthan, Tamil Nadu, West Bengal attended.

Smt. Lajwanti Shrivastava, Chairman, Haryana Social Welfare Advisory Board was the Chief Guest on the occasion.

In his welcome address, Shri JL Sachdeva, Director, IAEA said that emphasis so far has been on literacy only. This, he felt, was not enough. The continuing education needs of different sections of the society should also be met. In the Ninth Five Year Plan all these aspects have to be taken care of, he added.

Shri Sachdeva said that Total Literacy Campaigns were now in operation in over 400 districts and it was right time to take quick appraisal of the entire TLC programme so that the programme in future should be based on the suggestions/recommendations made by appraisal team.

Shri BS Garg, President, IAEA in his address said that political will and bureaucratic determination were two essential elements for the success of the adult education programme. He said that inclusion of adult

education in the technology mission was an important achievement because the success of the other technology missions was dependent on the education and training of the beneficiaries. He stressed the need to integrate the literacy programme with other development programmes so that it could achieve the desired results.

During the discussion the following suggestions were made:

- 1) The education of the women should be urgently linked with development programmes so that women while becoming literate should also get economic independence. This would lead to their empowerment.
- 2) NGOs initiative and creativity should be recognised and they should be involved in the programme from the planning to the implementation stage.
- 3) The reporting of the programme has been false since the start of the adult education programme and it continues in substantial measure even now. There was an urgent need to check false reporting. The concept of social audit requires to be introduced.
- 4) Area approach should be adopted and more emphasis should be given for the involvement of ex-servicemen, housewives and other dedicated people in the area.

5) The evaluation of the adult education programme should be given to the institutions working in the field of adult education i.e. NGOs, universities etc. The present emphasis on involving the Institutes of Management Studies for evaluation should be changed.

6) There has not been demand for literacy so far and environment strategy has to be changed so that people start demanding literacy.

7) Literacy per se has limited value. It should be effectively linked with some income generating/supplementation skills so that the new literates could use these for raising their living standard and improve their quality of life.

8) TLC should not be the only approach for the entire country. Alternative approaches for different areas should be encouraged.

9) Panchayats should be actively involved in the adult education programme and also provided funds for the purpose.

10) The TLC implementation has by and large, remained unconnected with developmental schemes/programmes. Efforts should be made so that adult education programme could be linked with development and appropriate linkages should be forged. This should be achieved even if it needs change in strategy.

contd on page 6 col 1

"Education for All" is still a distant goal

The Education for All by the year 2000 is still remains a distant goal with 130 million children, without education all set to join the world's 885 million illiterate adults, most of them women. Nevertheless, there has been a slow and steady progress towards that goal, with the number of children attending primary schools in developing countries increasing by some 50 million, from 496 million in 1990 to 545 million in 1995.

There has been less spectacular progress in adult literacy. The adult literacy rate has increased from 75 per cent in 1990 to 77 percent today. It is heartening that most of this progress has been in South Asia, sub-Saharan Africa and the Arab States.

India, in particular, has got special mention for effort by the Education for All Forum (EALF). The inter-agency watchdog, comprising the World Bank, UNESCO, UNDP, UNICEF and UNFPA, is monitoring the progress of the pledge made at Jomtien in 1990, has expressed happiness in an interim report that India has increased its budget allocations for basic education from \$286 million in 1991-92 to \$ 534 million in 1995-96 and has made an attempt to decentralise its education system.

It is hoped that if this trend continues, India will spend double its expenditure on education, from the present 3 percent to 6 percent of its GDP by the year 2000. However, this does not mean that the number of illiterates in the country is on the decline yet. Rapid population growth has neutralised much of the gains

made in the field of education in most of the countries in South Asia.

The EALF has stressed the importance of girls' education: it is one of the most significant determinants of decreasing family size, which, in turn, is the most important step towards the realisation of the goal of education for all.

It is being argued that the best way to encourage more girls in the developing countries to come to school is to employ more women teachers. From the available data, the link seems clear: "Kerala has the country's highest female literacy and enrolment rates and the highest proportion of female teachers, at 60 per cent, while the two Indian states with lowest enrolment rates (Bihar and Rajasthan) have less than 20 per cent women teachers."

As a matter of fact, the whole scenario of the teachers, irrespective of the gender, is deplorable in the developing countries, according to the EALF survey. Their working conditions have deteriorated of late, in spite of the fact that in many developing countries, teachers' salaries amount to as much as 95 percent of the public education budgets. Looking at this phenomenon from a different angle, when only 5 percent of the education budget is spent on other facilities, including the infrastructural ones, the pitiable condition of primary education in the world becomes all the more obvious.

What all this implies, and that is what the EALF survey highlights, is the desperate need for funds. It is most daunting in nine of the world's most populous countries - Bangladesh,

Brazil, China, India, Indonesia, Mexico, Nigeria and Pakistan - which account for half the world's population and 70 percent of the world's illiterates. Incidentally, these countries are now being called as E-9 nations, "E" referring to Education.

However, as the EALF survey points out: "It is unacceptable that a world that spends approximately \$ 800 billion a year on weapons cannot find the money needed - an estimated \$ 6 billion per year - to put every child in school by the year 2000. A mere one per cent decrease in military expenditure worldwide would be sufficient in financial terms." ■

-Prakash Nanda

Research Studies by SRC, Kerala

The SRC, Kerala has recently conducted two research studies namely:

- a) A study of Self Perception of Deprived Women regarding their Status.
- b) A Study of Occupational Needs of Neo-Literates.

Dr. Pushpa Kumari and Smt. J Jayasree, Associate Programme Coordinators of SRC conducted the studies. ■

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Redefine Literacy!

Despite the expansion of enrolments and quality improvements in education systems, lack of literacy skills is still a widespread phenomenon in all industrialized countries today. Lack of literacy often involves personal tragedy; it limits opportunities for exploration, further learning, personal growth and development, and participation in the worlds of work, culture and democracy. Lack of literacy thus has grave personal, social and economic consequences. Given the stakes, why has illiteracy not been eradicated? There are several dimensions and possible answers to this question. The definition of literacy is central to most of them.

A population is customarily divided into two distinct groups: those who can read a simple text, and those who can't -- the illiterates. Because collecting empirical information about literacy in a population is difficult and expensive, countries have used indirect methods of assessing the "problem": adults without four years of primary education are judged to be illiterate, whereas those with four years of schooling are literate. This conventional approach is inadequate. It stigmatizes people and ignores the fact that the basic skills needed in daily life can be acquired outside of school. It also negates the fact that literacy skills once acquired but not used can deteriorate.

With the passing of time countries have raised the compulsory school-leaving age. If eight years is judged to be a minimum requirement of youths today, then what equivalent should apply to the adult population? According to UNESCO statistics, most industrialized countries report a marginal rate of illiteracy. What if the benchmark for literacy now requires at least lower secondary schooling? In this case, according to 1992 OECD data, one-third or more of all Australian, Canadian, Danish, French, Italian, Spanish and United Kingdom adults might be "illiterate" and considered "at risk", to mention just a few countries.

So what does all this add up to? Firstly, there are people in all countries, whatever their level of living, who face difficulties in coping with the literacy demand placed upon them. Coming to their aid is a duty for all. Secondly, notions of "illiteracy" must be qualified, because all people are literate or not, relative to the demands placed on them. Thirdly, literacy cannot be assessed with a crude indicator such as completed years of education. Schooling matters a great deal for literacy, but it is not the same thing. And finally, the literacy requirements in a society and economy change with time, and yardsticks should change accordingly.

Hence the opening statement: not only developing nations but also the industrialized countries face a widespread literacy problem. Governments, employers, unions, communities and individuals must face up to the implied challenge: the fight against the literacy gaps in the world is as daunting and urgent as ever.

Albert Tuijnman
Associate Director, International Academy of Education

Facts

Canada:

Sixteen per cent of Canadian adults have some difficulty dealing with the reading requirements of their everyday lives.

Statistics Canada 1989

United States:

One out of five American adults is unable to understand street signs, job application forms, or medicine labels.

The National Adult Literacy Survey (NALS) 1992

United Kingdom:

About one in seven adults has serious problems with basic skills.

Basic Skills Agency 1995

France:

Some 20 per cent of young military recruits have difficulty in reading a simple text.

Groupement permanent de lutte contre l'illettrisme (GPLI), France 1991

Hungary:

About one out of four Hungarian adults gets by without the use of either reading or writing.

Mass Communication Research Centre, Budapest 1987

- EFA 2000 Bulletin

ICDE Asia Conference on Open and Distance Education (CODE)

International Council of Distance Education (ICDE), the world body on open and distance education is organising the world conference in New Delhi on December 5-7, 1996.

The theme of the conference is Open and Distance Education. Various sub-themes are:

- 1) Social Relevance of Open and Distance Education
- 2) Pedagogy of Open and Distance Education
- 3) Quality and Equivalence of Open and Distance Education
- 4) Educational Technology in Open and Distance Education
- 5) Economics of Open and Distance Education

Further information can be had from Conference Secretary, ICDE ASIA C/o AIAET, F-5E, DDA Munirka, New Delhi - 110 067. ■

New Thrust Areas.

contd from page 3 col 3

Smt. Shrivastava in her address said that implementation of educational/social welfare programme has been poor so far and all efforts should be made so that implementation becomes as good as the planning of the programme. She stressed the need to actively involve the housewives in the literacy programme.

She emphasised the need to involve local leaders in the programme and opined that with their active involvement, the entire programme would get a boost. ■

Achievements under NLM

TLC Districts	401
PLC Districts	166
Coverage of Sanctioned Projects	139 Million
Identified Learners where survey has been completed	94.37 Million
Enrolled Learners	73.17 Million
Achievement	56.10 Million
<i>(Learners completing level III)</i>	

Towards a Literate India, NLM, 1996

Literacy rate below national average (52.2%)

State/UT	<i>(in percentage)</i>		
	Total	Male	Female
1. Meghalaya	49.10	53.12	44.85
2. Orissa	49.09	63.09	34.68
3. Madhya Pradesh	44.20	58.42	28.85
4. Andhra Pradesh	44.09	55.13	32.72
5. Uttar Pradesh	41.60	55.73	25.31
6. Arunachal Pradesh	41.59	51.45	29.69
7. Dadara & Nagar Haveli	40.71	53.56	26.98
8. Rajasthan	38.55	54.99	20.44
9. Bihar	38.48	52.49	22.89

DOCUMENTS

Human Resource Development - Ministry of. **Development of Education in India 1993-94**. New Delhi; Department of Education, Ministry of Human Resource Development, 1994, 85p.

The document has been divided into seven chapters. Chapter 1 gives an overview of NPE 1986 and as updated in 1992. Universalization of Primary Education, Total Literacy Campaign, Vocationalisation of Secondary Education, Women's Education and Higher Education and Technical Education. Chapter 2 discusses Education for All and the EFA-9 Summit. Chapter 3 presents EFA in India - Current Trends in Educational Policy; Sector-wise developments have been discussed in Chapter 4 and 5 respectively. Resources for Education and International Cooperation are analysed in Chapters 6 and 7. At the end of the document - the glossary of some Indian terms has been given.

Quraishi; S.Y. **Social Marketing for Social Change**. New Delhi, Ajanta Publications, 1996. 276p. Rs.290.

The document presents a case for social marketing as the most scientific and cost-effective communication technique for promoting reciprocal linkage between the programmes and the people to provide an impetus to social change.

The book establishes that despite a giant leap in plan allocation, and phenomenal increase in the number of

programmes for women and child development, the reach and impact of services has been far from being commensurate. People's participation has been negligible. The lack of communication of support is observed as the main reason for this situation. The document seeks to prove that in the absence of proper appreciation of the importance of communication support by the planners and programmers; a very casual haphazard and non-professional approach has been evident, which has kept the fruits of development from reaching the people, keeping social change so slow and elusive.

While a range of social issues have been dealt with, the focus has been on issues concerning the development of women and children.

Centre for Media Study, **Evaluation of TLC/JSN Projects Implemented by Voluntary Agencies in Uttar Pradesh**. New Delhi, Centre for Media Study, 1996. 60+ Tables (Mimeographed).

This evaluation of TLC projects in Uttar Pradesh brings out the experiences and achievement of voluntary agencies specially in comparison to achievements of TLC's implemented by district administration/ZSS in U.P. There are, however, some star performers and poor achievers along the VA's in the group. Notwithstanding their moderately successful achievements, in some of the most backward districts of U.P. they have revealed several limitations, specially in planning and management

of the Total Literacy Campaign.

Introductory section contains two chapters. Chapter one presents the background and chapter two deals with the scope and approach of evaluation. The section two is devoted to performance overview. Chapter three gives profile of the area. Chapter four discusses learning outcome and impact. Input and process evaluation, organisational evaluation is discussed in chapter five and six. Suggestions and recommendations are given in chapter seven.

The section three give profiles of ten voluntary agencies evaluated.

Section four contains evaluation of JSN/Projects of two voluntary agencies.

Venkatappaiah, Velaga Ed. **Literacy Campaign and Libraries. A Handbook for Literacy and Post Literacy Campaign**. New Delhi, SS Publications, 1996. Rs.325.

The document is a collection of papers presented in a seminar on "Role of Libraries in Adult Education" organised by the National Institute of Adult Education in 1992 in New Delhi. Some of the papers included in this volume are :

- 1) Adult Education and Libraries- P.N. Kaula;
- 2) Libraries and Adult Education: A Historical Perspective - J.L. Sachdeva;
- 3) Electronic Media and Adult Education Libraries - Suhail Khan;
- 4) Role of Libraries in Adult Education - S Ansari;
- 5) Reading Materials for Neo-Literates - Varsha Das;
- 6) Role of Delhi Public Library in Adult

Education - D.R. Kalia; 7) Feed Back Study on Daily Newspapers, Broadsheets of Neo-Literates - C.K. Mohanrao and M.V. Laxmi Reddy.

Chauhan, Poonam S. **Lengthening Shadows. Status of Women in India.** New Delhi, Manak Publications, 1996. 237 p. Rs.400.

It attempts to measure the existing gender inequalities in society, economy and education. It highlights the participation of women in education and employment, both at global and national levels. In India the rural urban participation rates have been especially outlined.

The book consists of seven chapters. Chapter one sketches the status and position of women on a historical perspective. It discusses about gender discrimination in women's lives and its impact on their conditions.

Chapter two outlines the representation of women at different levels of education and presents the national level scenario in detail. It gives a state-wise analysis of women education, focussing on their participation in rural and urban setting, as well as on religious belongingness.

In chapter three, women's employment with gender perspective has been discussed. It provides information with regard to women's education specific employment status.

Chapter four highlights the grassroots realities. It portrays the situation of women in the unorganised and informal sectors. Some strategies

for women's development and over all empowerment have been discussed.

Chapter five describes the perception of individual women about her own self. Chapter six presents women's specific governmental and non-governmental development programmes. Chapter seven deals with theoretical perspective on gender.

Nirmala Devi. T. **Population and Development in SAARC.** New Delhi, South Asian Publishers, 1996: 140 p. Rs.160.

The objective of present study is to be to focus the problems of explosive population growth in the context of slow economic development of the SAARC countries and the disastrous consequences it can have on their future growth trajectory.

The study is divided into six chapters. Chapter one is introductory in nature and present objectives and limitation of the study. Chapter two analyses the history, distribution and more particularly the trends of population growth in SAARC countries. Chapter three deals with deterministic role of rural urban differentials and the incidents of poverty while the second section of this chapter provides the impact of the vital statistics on development. The association between social and economic variables as well as demographic variables is also analysed with the help of regression in this chapter. The complex relationship between population and economic development is examined in the first

part and the implication of population for development issue are discussed in the second part of the fourth chapter. The fifth chapter evaluates the population policies and programme of SAARC countries and stresses the need for diversification in their policies. The last chapter provides the summary and conclusion and also some major policy implications.

Rao, V.R.P. **Policies and Programmes for Child Labour.** Nagpur, Central Board of Workers Education, 1996. 62p. (ILO/IPEC-CBWE Action Programme on Child Labour).

This booklet is one of the five published by the CBWE with a view to facilitate teaching by Education Officers and Rural Educators in the on-going training programmes of the Board.

This series of five books aims at raising awareness among workers in general and the parents of child labour in particular to protect the working children and to combat and eliminate child labour. It also aims to encourage the trade unions and rural workers organisations for participation in the training programmes to eliminate child labour practices.

The present volume on "Policies and Programmes for Child Labour" discusses the phenomenon of Child Labour in India, Constitutional Provisions, National Policy on Child Labour 1987, Project and Programmes and the Hope and Key issues of Child Labour in India.



Education for All : Mid-Decade Appraisal

The Mid-Decade Meeting of the International Consultative Forum on Education for All was held in Amman, Jordan in June 1996. The Forum brought together more than 250 participants from 75 different countries, a cross-section of policy-makers, researchers, specialists in education and representatives of aid-agencies.

The Working Document of the Conference indicates that in 80 per cent of the developing countries, primary enrolments have been growing since 1990 in spite of on-going economic hardship. The number of 6 to 11 year-old children out of school has declined and should continue to do so by the year 2000. However, the same document indicates that in most regions the gender gap in primary school enrolments has not been reduced much. It also points out that drop-out continues to be a major problem in all developing regions, especially in sub-Saharan Africa, South America and South Asia, where less than 80 per cent of all children who start Grade 1 reach Grade 4. In

conclusion: progress has been made, but not as much as expected, and a serious acceleration is needed if we envisage providing basic education for all in the foreseeable future. As indicated in the final communique: *"there is no reason for complacency but a need for more forceful and concerted action, informed by sound research, information and analysis, with attention to results."*

Highlights of the Conference

Some of the priority concerns of the conference were as follows:

☞ **Resources** : In most developing countries, educational expenditure as a percentage of GNP has been rising since 1990, but it is not easy to say to what extent basic education has benefitted from this rise. Furthermore, the Least Developed Countries (LDCs), which suffer most from debt burden, economic crisis and adjustment policies, fell further behind during this period.

☞ **Role of the teacher** : Although the importance of the role of teachers in basic education was stressed at

Jomtien, it was noted that their conditions of service have continued to deteriorate in many countries. The teacher has been undermined by low wages and poor working conditions. The need for investing more in the teacher was emphasized as a top priority for reaching EFA goals and in particular for improving the quality and efficiency of the existing education systems.

☞ **Out of school education** : Too often, the message of Jomtien has been translated as the urgent need for putting more children in primary school. Other forms of education and

Garg Elected E.C. Member of IFWEA

Shri BS Garg, President, Indian Adult Education Association has been elected member of the Executive Committee of International Federation of Workers' Education Associations (IFWEA) at its meeting held recently in Belfast, Northern Ireland (U.K.).

other target groups (out-of-school youngsters and adults) did not receive enough attention. Many interventions at the Conference recalled that there are still some 900 million illiterates in the world, two-thirds of which are women. Investments in adult education are investments in development and in the education of entire families. The urgency to find innovative ways to make education more responsive to the needs of youth at risk, facing rising levels of unemployment, was also emphasised.

☞ **Looking beyond basic education** : There has been a tendency to focus on basic education in a narrow way. The Conference reminded that basic education should not be seen as a ceiling, but as a minimum. Investments in basic education will only be productive if effective links to other levels of education (secondary and higher education, as well as teaching training and technical and vocational training) are fully taken into account.

☞ **Renewed partnerships** : The spirit of partnership has to be sustained and broadened to include all elements of society: voluntary and community organizations, religious groups, the business sector, the media, and others. International donors must also play their role as partners in the EFA movement. Considerable concern was expressed about shrinking funds for development aid and the extent to which this might affect aid for basic education. The international donor

community was invited to match national efforts with increased international support, better co-ordination and greater responsiveness to country priorities.

Concluding statement

The Conference ended with a renewed commitment to achieve *education for all*. As Richard Jolly said in his concluding statement: "*The goals of Jomtien have proved their worth. Let us build on the achievements of the last six years and accelerate them over the next five, and over the next fifteen. For that is what it will take.*"

IIEP Newsletter

International Congress on Adult Continuing Education

The International Institute for Adult Education Methods (IIAEM), Tehran is organising the first World Congress on Adult Continuing Education in Tehran (Iran) on February 15-17, 1997.

The objectives include linking continuing education with social development throughout the social strata and the role of adult/continuing education in improving economic productivity.

Further information : Gholam Ali Afrooz, President, IIAEM, P.O. Box 19395/6194, Tehran 19156, Islamic Republic of Iran. ■

National Conference of State Resource Centres

A 3-day National Conference of State Resource Centres was organised by the National Literacy Mission (NLM) in New Delhi on September 23-25, 1996. It was attended by the Chairpersons of 11 SRCs, 22 Directors and 8 senior professionals from the SRCs and 6 State Directors of Adult Education. In all, over 65 persons took part in the deliberations.

The agenda for the Conference discussed the relationship of the SRCs with other agencies at the State and National level; Need for synchronization of the Plan of Action of SRCs with TLCs; Evolution of Model Plan of Action for SRCs; Discussion on major thrust areas like Training, Post-literacy and Continuing Education, formulation of guidelines to streamline administrative and financial matters, identification of indicators for evaluation of SRCs, and support system needed for the involvement and sensitization of Panchayati Raj functionaries.

During the Conference, four key note addresses were delivered by Shri Muchkund Dubey, Chairman 'Aadri' - SRC, Bihar; Shri RS Kumat, Chairman, SRC, Rajasthan; Shri Govind Bhai Rawal, Chairman, SRC, Gujarat; and Shri CG Rangabhashyam, Chairman, SRC, TN.

The Conference noted that coordination at the state level was quite lacking. To make it operational and effective it recommended that the Director of Adult/Mass Education in the state will hold meeting every month which will be attended by representatives of leading voluntary agencies, Director, SRC and Secretaries of Zilla Saksharta Samitis (ZSS). In the monthly meeting the monitoring of the campaign will be reported and action needed to strengthen, eliminate weaknesses, if any, will be taken jointly.

It also urged the SRCs to step up its efforts to enrich, strengthen and support the measures initiated for post literacy by literacy campaign organisers.

1996 Jomtien Declaration of Action

- 1 **We the participants** of the Asia-Pacific Regional Consultation in Jomtien, Thailand during 16-18 September 1996, reaffirm our commitment to the practice of Adult Education and life-long learning as a means of social transformation and development. New issues and perspectives warrant a renewal of our commitment and a broadening of the scope of adult education in our region.
- 2 **We further reaffirm** our determination to pursue the goals established in 1990 by the World Conference on Education for All to 'meet the basic learning needs of all our people by expanding learning opportunities for children, youth, and adults, making primary education universal, and working for a fully literate society'.
- 3 **We recognise that:**
 - 3.1 our countries contain more than half of the world's people and that the success of our efforts is critical in achieving the goal of Education For All.
 - 3.2 that our region is characterised by extreme diversity and plurality - of peoples, cultures, languages, ethnic groups, religions and cultures, political systems; the largest and most populous nations exist alongside the tiniest of island states; with unprecedented economic growth and wealth for some and unprecedented economic crisis and poverty for others;
 - 3.3 that despite these diversities, dichotomies and pluralities, there have been undoubted gains in the quality and quantity of educational opportunities under the framework of the Education For All objectives.
- 4 **We acknowledge that there have been some achievements in adult education since 1985 including:**
 - 4.1 increasing policy pronouncements that recognise the link between adult education, literacy, and development (including anti-poverty, basic needs programmes, health and population issues on adult education). This has been facilitated by the world conferences on environment, human rights, population, social development, women and habitat where the critical role of education has been underscored;
 - 4.2 greater investment in literacy programmes as a result of the world conference on Education For All in Jomtien in 1990;
 - 4.3 a greater degree of political commitment to equity issues, including the empowerment of women;
 - 4.4 innovative and effective work of NGOs and peoples organisations in adult education as well as gains in organising, advocacy and networking.
- 5 **We are concerned with several constraints and barriers to the development and expansion of adult education in the region:**
 - 5.1 greater income polarisation and the gulf between the rich and the poor in Asia-Pacific has widened even further. This situation exists within and between nations;
 - 5.2 globalisation, privatisation and structural adjustments to economies have forced cutbacks in investment in the social sector resulting in even greater hardships to those at the bottom of the socio-economic scale and for whom there are few 'safety nets' and even less 'food security';
- 5.3 all of these factors have combined to create the phenomena described in the Human Development Report of 1996:
jobless growth;
ruthless growth;
voiceless growth;
rootless growth;
futureless growth;
The consequent increase in unemployment, violence, social disruption, and migration; lack of democratic governance and participation; the relentless degradation of the environment; and increasing assaults on human rights, demands creative, imaginative and immediate interventions.
It is adult education in its broadest interpretation which has the potential and capacity to address many of these issues.
- 5.4 indirect educational outcomes like increased social cohesion, better health and outlook of individuals, and participation in democratic society are difficult to quantify resulting in governments placing little importance on adult education.
- 6 Conscious of the critical role of adult education, **we call upon all governments and international agencies to fulfill their commitments to the pledges made in all the world conferences over the last decade** by allocating human and financial resources; instituting mechanisms, including policy and legislation; and monitoring and evaluating the progress towards achieving the stated goals.

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Lessons to Learn

Fifty years after independence, despite mounting evidence that the prosperity of any country lies in an educated and enlightened populace, we are still struggling to provide free and compulsory primary education for children up to the age of 14. An ongoing series of reports show clearly that education for all by the year 2000 is just not going to happen - there are 44 million adult illiterates in the age group 15-35. Therefore, we need to take a hard look at the shambles that our "universalisation of education" schemes are in. India has the second largest school system in the world: yet, of every three children enrolled in class one, two have left school for good by class three. Only one out of every three children enrolled is a girl partly which explains why nearly two out of three women in India cannot read or write. Schools, especially in rural areas, do not have all-weather classrooms, qualified teachers or adequate teaching aids. If primary education is floundering, mainly in the populous north, the ambitious adult literacy drive has done no better. After letting many ambitious schemes peter out, the ministry is now engaged in Operation Restoration, which is probably a case of too little too late. It is baffling how in this age of competitive globalisation based on an information revolution, education is not receiving the high priority it should in this country.

Although literacy's linkages with rapid development may still be debated, it is evident that most countries which have invested heavily in education have done better economically than those that have not. It is doubtful whether the economic success of most East Asian nations would have been possible without their investment in education. What is needed here is a concerted effort to step up enrolment and ensure retention in primary schools with particular emphasis on the girl child. Much greater use can be made of the panchayati system especially with regard to child labour and those with no access to the formal school system. Alongside, greater thought has to be given to vocational education and income generation schemes. Teachers are in short supply on account of the profession being neither attractive to the upwardly mobile nor financially rewarding. Hardly any teacher will go to rural areas, which is one reason why the education departments of all states are bogged down with litigation over postings and transfers. The government's latest move to bring forward a constitutional amendment to provide free and compulsory education for children up to 14 by 2005 promises to add to the litigation burden if it is pushed through without adequate infrastructural support. The budgetary allocation for education

has been stepped up but the government still tries to move in too many directions at the same time with no clear focus or defined strategy. Meanwhile, districts which had earlier been declared fully literate lapse into illiteracy. The mid-day meal scheme which has proved such a success in some states is not being replicated effectively in others. Above all, little has been done to convince people that education brings with it not just knowledge but a dramatic improvement in the quality of life.

*Times of India
(Editorial)
September 30, 1996*

1996 Jomtien Declaration.....

contd... from page 3 col 3

- 7 **We also call upon all adult education practitioners to critically assess the present practices** with a view to increasing the effectiveness, quality and responsiveness of delivery systems; and developing the flexibility to address rapidly changing social, political and economic issues as they arise.
- 8 **We continue to stress the importance of integrating a gender perspective** in all programmes.
- 9 **We would urge all involved in adult education to focus on addressing the needs of the most vulnerable and disadvantaged groups** including migrant workers, indigenous communities and ethnic groups.
- 10 **We are all committed to initiating new partnerships with other sectors in the region** (including the private sector and media) and strengthening existing alliances within and beyond our region. ■

45 districts identified for literacy coverage

The Department of Education, Ministry of Human Resource Development, has identified 45 districts in eight States for coverage under Operation Restoration. The programme is being launched in districts which have not been able to achieve their objectives under Literacy Campaign, Union HRD Minister SR Bommai told the Consultative Committee meeting of the Ministry in New Delhi on September 11, 1996.

The Minister further said that the State Governments have been asked to make special efforts to identify the districts which have not met the targets for literacy coverage and take necessary action, jointly with the National Literacy Mission.

The meeting was informed that under the National Literacy Mission till now, 401 districts have been covered under total literacy campaigns and 166 districts have been covered under post literacy campaigns.

Some 56 million people have been made literate, out of which 62 per cent are women, 21 per cent scheduled castes and 10 per cent scheduled tribes. Twenty-two States and four Union Territories have been brought under the pale of literacy campaigns. Progress of the literacy campaign in the Hindi-speaking States, which has the bulk of the illiterate population, however, has been slow, the Minister pointed out.

Members of Parliament at the meeting stressed the need for further strengthening the literacy programmes

and their constant monitoring and review. They also called for better coordination between the Government agencies and voluntary organisations working in the field. ■

Self Employment and Entrepreneurship Development Programme

A training course on Self Employment and Entrepreneurship Development (SEED) was organised by the Centre for Adult, Continuing Education and Extension, Lucknow University from Sept. 23-28, 1996. It was attended by 28 participants.

In his welcome address, the Programme Director, Dr. JV Vaishampayan said that the objectives of the course was to motivate fresh graduates and post-graduates to take up Self Employment and Entrepreneurship as a first career option and also to equip them with necessary skills and information.

Apart from lectures/interaction with the experts, the modern training techniques like psychological exercises, role playing and games, group work and interface with two successful entrepreneurs were employed to give a practical orientation to the training course.

The resource persons for the course, apart from the University, were drawn from Institute of Entrepreneurship Development (IED), Bankers Institute of Rural Development (BIRD), Union Bank Training Centre, Small Industries Development Bank of India (SIDBI), Professional Chartered Accountant etc.

In the last session a Panel Discussion and Group activity was conducted in which several new emerging opportunities like integrated business services, floriculture, mushroom cultivation, centralised domestic services, tours and travels, food processing etc. were identified for the budding entrepreneurs. ■

Egyptian Delegation Visits Literacy Classes in Delhi

Dr. Emad Eldin Hassan Ibrahim, Director-General, Workers Education Association, Egypt and Mr. Mustafa El Sayed Ali & Dean of Population Education Institute, Cairo, visited Literacy Classes run by Delhi Sarva Shiksha Abhiyan Samiti under 'Education for All' campaign in Matia-Mahal constituency. The delegation was led by experts from State Resource Centre, Jamia Millia Islamia, Ministry of Health & Family Welfare & Directorate of Adult Education, Ministry of HRD. The objective of visit was to see the impact of population education integrated literacy material on learners. The delegates talked to the learners and volunteers to know the attitudinal changes after attending literacy classes.

More than six hundred literacy classes are being run in the area. In most of classes the learners belong to Muslim community. A peculiar characteristics of the constituency is that male illiterates are more than female and in lower age-group of 6-14 years. These children have been involved in income generating activities since childhood. ■

Punjab leads in income, but lags in literacy

Punjab has the highest per capita income among all states, contributes the maximum food grains to the central pool and has recorded high industrial growth. However, its performance in education has been dismal and it ranks 17th in literacy among the States and Union Territories.

Primary education, particularly, has remained neglected and there has been practically no expansion in this field for the last 16 years. Only 150 odd primary and junior basic schools have been added since 1980.

The stagnation is not limited to the opening of new schools. The number of teachers and enrolled students have decreased, though marginally, in the recognised primary schools in the state since 1980. About 5,000 posts are vacant against the sanctioned strength of 12,509. The pupils per teacher ratio has improved marginally from 41 to 39 in this period. Thirty is considered optimal for a progressive state like Punjab.

What is most disturbing is the lack of development funds at the disposal of primary schools. Nearly 98 per cent of the primary school budget is being spent on salaries and the balance is hardly sufficient to meet needs for administrative equipment, building, water and electricity charges.

The "wastage" or drop-out rate in primary schools from class I to Class V is to the tune of 30.3 per cent according to a study conducted by the Institute of Development and Communication (IDC). The drop-out rate is as much as 53 per cent for boys and 56 per cent for girls in Bhatinda. The problem of drop-outs is most pronounced in the case of scheduled caste girls.

According to unofficial estimates, there are some 32 lakh children in the age group of six to 11 years in the state. While about 18.5 lakh are enrolled in schools, another couple of lakhs may be studying in non-recognised institutions. Still at least 10 lakh children are not going to school in this age group.

The Union government sponsored "Operation Blackboard" aimed at strengthening the infrastructure for primary education, has proved to be a non-starter in Punjab. No voluntary teachers on fixed payment were recruited. Teaching aids and kits like maps, globes, musical instruments, sports material, sitting material like dhurries provided under the scheme were not put to effective use because of their poor quality and fear of theft.

The literacy rate increased from 49.3 per cent to 58.51 per cent from 1981 to 1991, but the absolute number of illiterates increased in the state during this period.

The Total Literacy Campaigns (TLCs) have been launched in seven out of 17 districts in the state. ■

- Surinder Awasthi

Adult Education in Austria

The aims of the adult education system are: to provide higher qualifications in professional life; to facilitate changes of job; and to raise the overall standard of education. The adult education system is an integral component of the education system as a whole.

Adult education is provided by a wide range of larger and smaller institutions under the auspices of the federal, provincial or municipal authorities, the political parties, the employers' and employees' organisations, the church and private bodies.

Their activities extend even to the remotest country villages.

Austrian Radio and Television collaborates with the adult education institutions in putting out study programmes in integrated media form (broadcast, accompanying material, computerised tests, group meetings). ■

IAEA New Publication

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Srinivasan, K and Mukerji, S. **Ed. Dynamics of Population and Family Welfare.** 1985 Bombay, Himalaya Publishing House, 1985, p 501, Rs.175.

The volume contains 17 articles categorised into four parts. Part I contains five articles which have been grouped under the headings, "Conceptual Studies and Projection Models". Part II contains five articles on "Nuptiality and Fertility Studies". Part III includes three articles on "Mortality and Morbidity Studies" and Part IV contains four articles that are generally categorised as "Demographic Studies of Special Population Group".

The articles are mostly based on a demographic analysis of secondary data contained in census and other publications of the developing and developed countries in Asia, Africa, Europe and America.

Sharma, R.C. **Population, Resources, Environment and Quality of Life : Handbook of Pedagogical Aspects and Knowledge Base of Population Education.** Delhi, Dhanpat Rai & Sons. 1988 p 487.

The book has been divided into two parts. Part one deals with pedagogical aspects and contains eight chapters on different aspects of population education such as need and retrospect of population education;

meaning and objectives; curriculum development; methodologies of teaching; pre-service and in service training of teachers; population education in higher education; monitoring; evaluation and research; and issues and trends. Part two contains fourteen chapters on various aspects of knowledge base of population education. It has been divided into three sections viz. population and quality of life; population dynamics; and population resources and environment.

Ray, Datta B. **The Pattern and Problems of Population in North-East India.** New Delhi, Uppal Publishing House, 1986, p 433, Rs.250.

The papers in the volume lay stress on proper assessment of factors like low density of population, higher annual population growth rate, uneven spatial distribution of population in north - east India to frame a strategy for development.

Krishna Reddy, M.M. **Ed. Fertility and Family Planning Behaviour in Indian Society.** New Delhi, Kanishka Publishers, 1996, p 274, Rs.425.

This book tries to project the effect of social and cultural changes brought by modernisation and industrialisation on the demographic behaviour of the people in general and fertility and family planning behaviour in particular apart from the effect of traditional beliefs and practices of the Indian people. It also stresses the

need to identify the different factors responsible for prevailing high infant and childhood mortality among Muslims, Scheduled Castes, Scheduled Tribes and backward castes and expect its reduction in each of these neglected groups and communities to reduce their high fertility by promoting the acceptance of family planning in these communities.

New Media for Workers' Education and Training. Labour Education 1995/3-4. Nos. 100/101. Geneva, International Labour Office (ILO).

In this special issue of 'Labour Education', an overview of new information and communication technologies is given, and how these are applied in the areas of education and training.

In the first part, it deals briefly with certain socio-economic aspects of the advent of new technologies in our society.

In the second part, it deals with the different types of training activities by listing the traditional methods and by attempting to make a distinction between production methods and teaching supports. This part also examines the technical tools available on the market and the best advantage they offer. This part also provides a brief overview of the methodology to be respected in determining the different stages in the production and dissemination of documents.

The third part looks at the application of these new technological tools in terms of each medium and

how to produce and disseminate information on all media.

In concluding chapter it provides a synopsis of the main advantages of implementing these new technologies in the context of training.

Koshal, Rajeev. **Population Growth and Family Welfare Programme in India : A Case Study**. New Delhi, A.P.H. Publishing Corporation, 1996. 187 p. Rs.300.

The document analyses the progress of the family planning programme and its impact on the growth rate of population in Seoni Plateau in M.P.

The analysis of 1075 sample households indicates that 60.6 per cent of the eligible couple in the area were practising family planning in 1991. Sterilisation acceptors formed 23.2 per cent of the total users, IUD acceptors compressed 13.0 per cent, those using condoms 23.4 per cent and those using methods such as oral pills, foam tablets and other conventional methods constituted a marginal figure of 0.2 per cent only. About one-fifth of the illiterate respondents had accepted traditional methods of family planning, and the majority of them was of sterilisation acceptors. Among literates, family planning users constituted a little less than two-thirds of the total. Among those who had received up to middle level, sterilisation was favoured by most, whereas among those who had received high school education or higher education, acceptance of spacing methods (IUD or Condoms)

was high. Tubectomy was reported as the most satisfactory permanent family planning method by the majority of the women both in rural and urban areas. Among all temporary methods '*Nirodh*' was reported as the most suitable method by 55 per cent of acceptors.

Newell, Colin. **Methods and Models in Demography**. London, Belhaven Press (a division of Printer Publishers Limited), 1988, p 217.

The manual outlines the methods used to study population structure and change and the major descriptive and analytical models developed by demographers to investigate the inter relationships between mortality, fertility and age structure.

The book is in two parts. Part I gives age and sex composition, period fertility, migration, marriage, divorce and reproductivity. Part II discusses models of nuptiality and fertility, population projects and forecasts.

Jarvis, Peter. **Adult Education and the State : Towards a Politics of Adult Education**. New York, Routledge, 1993. 165p. £30.00.

The document examines the political theory of the education of adults. In the opening chapters the relationship between adult education and civil society is explored and, thereafter, theories of the state are examined. Policy and justice are the focus of third chapter whilst the fourth looks at the way that the structures

and content of adult education can be related to the bureaucratic state. The fifth chapter discusses the concept of democracy and shows that there are a variety of different forms with which the education of adults might be related. The idea of citizenship is also examined in this chapter. The human and citizenship rights are discussed in the sixth chapter, where it is suggested that the education of adults might be regarded as a citizenship right which is being lost. The seventh chapter examines the idea of interests and relates these to the more popular educational terms of needs. This chapter also examines community education and sees radical adult education as a social movement. Chapter eight focuses upon the relationship between liberal adult education and a civilized society. In this chapter the instrumental rationality of the market is also examined and contrasted to value rationality.

Prabhakara, N.R. **Internal Migration and Population Redistribution in India : Some Reflections**. New Delhi, Concept Publishing Company, 1986, 117, Rs.110.

The study examines the relationship between population change and migration with emphasis on the changes that occur in the population redistribution. It asks questions and give answers to the key problems in the study of internal migration, in a comparative context and address the problems in regions of varying levels of economic development and with different economic systems.

IAEA

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NEWSLETTER

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Involvement of School Teachers in Literacy Programme Stressed

A two-day North Zone Conference on Adult Education which concluded in Shimla (HP) on November 3, 1996 has emphasised the need to actively involve school teachers in motivating the students and in teaching the non-literates. But, it felt that their effective involvement could only be possible if incentives were provided to them.

It recommended that universities and well established voluntary agencies should be allotted separate areas in TLC districts to achieve total literacy. This, it felt, would accelerate the process of promoting literacy in the country.

The Conference was convened by the Indian Adult Education Association in collaboration with Centre for Adult, Continuing Education & Extension, Himachal Pradesh University, Shimla on November 2-3, 1996. 30 participants from Chandigarh, Delhi, Haryana, Himachal Pradesh, Jammu & Kashmir and Punjab participated. They represented the Government agencies, Zilla

Saksharta Samitis, SRCs, SVs, Universities and voluntary agencies.

The Conference recommended that Mahila and Youth Mandals should be closely associated with this programme and in places where they did not exist, people should be helped to form such organisations.

Inaugurating the Conference on November 2, 1996 Dr. Anil Wilson, Pro Vice-Chancellor, HP University said that teachers should not only impart literacy to the non-literates but also give information, knowledge and wisdom to both non literates and the literates. In the post literacy and continuing education, he said, sensitization of the non-literates and the literates on happenings around them should be emphasised. This, he said, was essential in transmission of information.

Shri BS Garg, President, IAEA in his address said that senior citizens should be closely associated with the programme. He said that they were more committed to the cause and should be invariably involved with the

adult education programme. Shri Garg said commitment, will and action were essential to make the programme successful.

Prof. CL Kundu, Vice-Chancellor, HP University in his address said that adult education was a vital input in development of the country and could go a long way in accelerating the pace of development.

Prof. Kundu said that research could play an important role in raising the level of adult education in the country. He said that universities should be helped to undertake action-oriented research programmes.

contd on page 2

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

Smt. Kamala Rana, Vice-President, IAEA and President of the North Zone in her presidential address stressed the need for inter-personal communication to motivate the people for literacy programme. She emphasised the need to plan adult education at micro level. She said that Haryana, HP and Punjab were progressive States but the literacy is not as high as in Kerala. The need is to study the causes of low literacy in these areas so as to come out with micro plan to raise the literacy levels in these progressive states.

Shri KC Choudhary, General Secretary, IAEA in his introductory remarks said that zonal conferences organised by IAEA were playing an important role in highlighting the zonal problems and in creating public opinion for adult education programme. He said that non governmental organisations could play an important role in creating awareness among the masses.

Earlier, Smt. Sudesh Negi, Assistant Director, Centre for Adult, Continuing Education & Extension, HP University welcomed the participants.

Shri NC Pant, Joint Secretary, IAEA and Secretary, North Zone proposed a vote of thanks.

Plenary Session

In the plenary session, Shri JL Sachdeva, Director, IAEA presented the Working Paper. He said that it was necessary to get feed back from the TV spots on adult literacy. This, he said, was essential because TV

was an expensive media and should be result-oriented.

Shri Sachdeva said that voluntary agencies and the universities should be involved in preparation and production of reading material for neo literates, conduct of training programmes and evaluation. He said that well established voluntary agencies should be provided separate funds to undertake the programme in addition to the assistance provided to Zilla Saksharta Samitis (ZSSs).

Shri Sachdeva emphasised the need to start newsletter for neo literates at the block level so that they get an opportunity to stabilise their knowledge of reading and writing and also get current information on regular basis.

Group Discussions

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

1. What should be the role of Teachers and Students in TLC?

2. What should be the role of Universities and Voluntary Organisations in Adult Education Programme particularly in TLC and PL/CE?

3. What should be the Strategies for Post-Literacy and Continuing Education in the Next Decade?

The Group Chairmen were Shri KL Zakir, Chairman, Shramik Vidyapeeth, Chandigarh and Dr. AL Rahi, Assistant Director, Department of Adult, Continuing Education and Extension, Kurukshetra University, Kurukshetra.

Recommendations

1. The North Zone Conference on Adult Education organised by the Indian Adult Education Association in collaboration with Centre for Adult, Continuing Education & Extension, Himachal Pradesh University in Shimla on November 2-3, 1996 notes with appreciation that Adult Education programme has expanded considerably in the recent past and 410 districts out of the 527 districts in the country are in the TLC, PL/CE phase at present.
2. It recommends that teachers should be actively involved in the programme. But to get their meaningful participation it is essential to provide them incentives like additional increment, certificates and special leave etc.
3. The Conference recommends that the Prerak for the Continuing Education Centre should be selected only from the students and others who have worked for TLC.
4. It recommends that teachers of both schools and colleges should be involved in the production of material for neo literates which should be need and interest based.
5. The Conference feels that school students of only class 9th and 11th should be involved in literacy programme. But it feels that their participation will be effective if they are provided adequate incentives like 5 to 10 marks in the

board examination or weightage for admission in the technical courses.

6. The Conference feels that students can play an important role in environment building like slogans writing, nukkar natak etc. They can also provide an important service in motivating the dropouts to join the schools/PL/CE.
7. It recommends that universities and well established voluntary agencies should be allotted separate areas in the TLC districts to achieve total literacy. This it feels will accelerate the process of promoting literacy in the country.
8. It recommends that universities be entrusted responsibility in research and evaluation so as to strengthen the on-going programme and to give new direction to the future programme. The universities should also be involved in the training of adult education functionaries and production of literature for neo-literates.
9. The Conference feels that the technical and agricultural universities have produced enough material which could be profitably used by neo-literates. But that could only be possible if material is simplified.
10. The Conference recommends that the Government should take initiative in encouraging the local leaders to form their own organisations where they do not exist at present. The existing

organisations particularly the Mahila and Youth Mandals should be associated with this programme.

11. It feels that official agencies alone can not undertake PL/CE work effectively. This work, it feels, should be given to Panchayats and local voluntary agencies.
12. Under PL/CE the Conference recommends that short-term courses for augmenting the skills for self employment should be organised. For this the technical Institutes should work in close collaboration with CEC to provide professional skills for PL/CE beneficiaries.
13. The Conference recommends that programme for raising living standards should be organised so as to bring changes and improvement in the life style of the neo-literates.
14. The Conference recommends that each PL/CE districts should start a newsletter so as to stabilise the knowledge of reading and writing and to provide current information to the neo-literates. But it feels that the persons involved in the production of the newsletter should be given orientation in editing, production and distribution of the newsletter. The neo-literates should also be encouraged to write for the Newsletter.
15. It recommends that teacher for Adult Education work should be appointed in each school so that they could be made responsible to eliminate illiteracy in the area covered by the school. ■

B.R. VYAS IS DEAD

Shri BR Vyas, Member, Executive Committee, Indian Adult Education Association and former Additional Director of Education, Government of Delhi died in New Delhi on December 8, 1996. He was 70.

Shri Vyas was associated with adult education for over three decades and had acted as a resource person in a number of National Seminars and Conferences on Adult Education. He had received training in adult education at the University Institute of Education, Oxford (England).

He had written extensively on different aspects of adult education.

The Indian Adult Education Association deeply mourns his death and conveys its condolences to the bereaved family.

"SO LONG AS THE
MILLIONS LIVE IN HUNGER
AND IGNORANCE,
I HOLD EVERY MAN A
TRAITOR WHO,
HAVING BEEN EDUCATED AT
THEIR EXPENSE,
PAYS NOT THE LEAST HEED
TO THEM".

Swami Vivekanand

39 pc rural population under poverty line

Staggering 16 per cent of the rural population of India have access to less than Rs.3 a day which is less than the price of potatoes. Another 18 per cent are slightly better off - they can scrape together Rs.5 a day.

The National Council of Applied Economic Research, after four years of study of 33,000 rural household in 16 States looking at 300 parameters has come out with a human development profile of rural India that should shudder down the spines of development authorities.

The 1994 report, which was released in Bhopal last Saturday at a Government of Madhya Pradesh/UNDP workshop on State level Human Development Reports reveals that 39 per cent of the rural population is living below the poverty line or earning less than Rs.2,444 per capita per year. It may be recalled that the Planning Commission about a year ago had claimed that the population living below the poverty line was 19 per cent and not 36 per cent. Subsequently it had to retract. According to the Government those earning less than Rs.11,000 a year are said to be below the poverty line.

According to the NCAER survey, however, the all India annual income in Village India is Rs.4,485. In Orissa and West Bengal, which have never been included in the BIMARU category, the annual per capita is Rs.3,028 and Rs.3,157 respectively. It is considerably lower than Bihar's Rs.3,169, UP's Rs.4,185, MP's

Rs.4,166 and Rajasthan's Rs.4,229.

Experts who had gathered at Bhopal said Orissa and West Bengal should be included in the list of Bimaru States so that they could receive the special attention needed to bring them out of the poverty trap. A great deal of surprise was expressed at the low income and high poverty level of West Bengal, a State that had introduced panchayati raj or people's rule at the grass root as far back as 1978.

The survey shows that 55 per cent of the rural population of Orissa is living below the poverty line and in West Bengal 51 per cent of the population is in the poverty trap. Dr. Abusalef Shariff, principal economist and head of the Human Development Programme Area - NCAER, says "the poor are everywhere - even behind palaces. They are frightened, ignorant, insecure and lack direction. They survive without knowing where the next meal will come from and their families are not cohesive units." Poverty like beauty cannot be defined.

The highest per capita in rural India is in Punjab Rs.6,380, followed by Haryana - Rs.6,368. But even these affluent States have pockets of rural poverty. Thirty two per cent of the rural poor in Punjab and 27 per cent in Haryana live below the poverty line. The survey shows relatively higher poverty estimates from Punjab which most people will find unacceptable, says Mr. Shariff. This could be because of the high

proportion of wage labour from Bihar and UP - many of who have formed migrant slums, says Dr. Shariff.

Within poor households, children, the elderly and women have less access to resources than the man and are poorer.

Poverty can also be measured by the poor's access to piped water, electricity, 'kutcha' or 'pucca' houses and the public distribution system. A staggering 55 per cent of the rural population of the country still live in kutcha houses. Despite the Government's much touted schemes for electrification, barely 16 per cent of the rural homes in West Bengal and about 19 per cent in Orissa have electricity.

Though about 50 per cent of the rural households in the most backward States have potable water, pipe water supply is still like manna from heaven in most villages.

*Hindustan Times
December 4, 1996*

BORDIA HONOURED

Shri Anil Bordia, former Education Secretary, Govt. of India has been selected for Unesco award instituted by the Unesco's Asia-Pacific Centre of Educational Innovation for Development (ACEID) in recognition of his excellence and contribution in the field of education.

Shri Bordia is a Life Member of the Indian Adult Education Association. ■

Regional Workshop on Continuing Education

The State Resource Centre for Adult Education, Gujarat Vidyapeeth in collaboration with Department of Education, Ministry of HRD, Govt. of India organised a regional workshop on continuing education in Ahmedabad on December 3-5, 1996.

40 participants from Rajasthan, Madhya Pradesh, Maharashtra, West Bengal and Gujarat participated. They represented District Collectors, DDOs, Secretaries and Directors of SRCs.

Inaugurating the Workshop, Prof. Ramlal Parikh, Hony. Chancellor of Gujarat Vidyapeeth said that Total Literacy Campaigns should be completed during 1997 - the Golden Jubilee Year of India's Independence.

Prof. Ravindra Dave, eminent educationist delivered the key-note address titled "New Path of Adult Literacy".

Shri Bhasker Chatterjee, Director-General (NLM) underlined the approaches to adult education in the 9th Five Year Plan.

Dr. Ilaben Naik, Director, SRC, Gujarat Vidyapeeth proposed a vote of thanks. ■

World Literacy Day Celebration by Calicut University

The Department of Adult Education and Extension Services, University of Calicut organised a Lecture Programme on September 10, 1996 in connection with the World Literacy Day Celebration.

Dr. KS Pillai, former Director, Centre for Adult, Continuing Education

and Extension and Vice-President, Indian Adult Education Association (recipient of 1995 Nehru Literacy Award) presented a paper entitled "Continuing Education Programmes : Involvement of the Community". The paper highlighted the need for life-long education in the context of education for all.

The Department also organised a one day awareness camp on Nov 1, 1996 in connection with the celebration of 40th anniversary of the formation of Kerala. About 140 volunteers and panchayat members from three panchayats participated. Shri PP Ummer Koya, former Minister for Education inaugurated it. He stressed the importance of education in terms of its usage in every day life in family and social relationship. ■

IFWEA Publishes "Workers Education and the World Wide WEB"

The International Federation of Workers Education Associations (IFWEA) has recently published "Workers Education and World Wide Web", a 44 page pamphlet. This is a part of the Red, White and Blue series. Other titles in the series include "Fighting Unemployment" and "Community Theatre".

Workers Education and World Wide Web aims to answer : What is the World Wide Web and how are workers' education associations are using the World Wide Web today. ■

RS MATHUR NO MORE

We profoundly regret to record the death of Shri RS Mathur, Documentation Officer, Documentation Centre on Literacy and Population Education, Indian Adult Education Association in Ghaziabad, U.P. on November 11, 1996. He was 60.

Shri Mathur retired as Additional Director and National Project Coordinator (Population Education), Directorate of Adult Education, Government of India in 1995.

Shri Mathur had worked as resource person in various national and international Seminars/Workshops. He was honorary consultant to the National Literacy Mission (NLM).

Shri Mathur specialised in monitoring and evaluation and had written extensively on the subject.

The Association deeply mourns his sudden and untimely demise.

Rajesh Tandon Re-elected President ASPBAE

Dr. Rajesh Tandon, Executive Director, Society for Participatory Research in Asia (PRIA), New Dehi has been re-elected as President of Asian South Pacific Bureau of Adult Education (ASPBAE) at its General Assembly held recently in Darwin (Australia).

Our Congratulations! ■

Adult Learning : A Key for the Twenty-First Century

Fifth International Conference on Adult Education (CONFINTEA V)

14 - 18 July 1997, Hamburg, Germany

The fifth International Conference organised by UNESCO on the above theme will have the following objectives:

- 1) review the fast and diversified development of education for out-of-school youth and adults and of continuing education since 1985, in order to identify the achievements and obstacles as well as the changing patterns.
- 2) identify the contribution that adult and continuing education could make to help women and men face the major world challenges and to empower themselves.
- 3) exchange experiences on how to enhance the quality, conditions and accessibility of adult and continuing education programmes.
- 4) recommend future policies and priorities for adult and continuing education within the context of life long learning.
- 5) examine the contribution and impact of new information technologies.
- 6) explore and suggest the most effective modalities for local, national, regional and international cooperation.
- 7) provide, overall, an open forum for reflection and discussion that mirrors the culture of adult learning the conference wants to promote.

Further information from : UNESCO Institute for Education,
Feldbrunnstrasse 58, 20148 Hamburg, Germany, Tel: (+49 40)448041-0
Fax : (+4040) 4107723. E-mail: uie@unesco.org. ■

Second Global Conference on Lifelong Learning Investing in Human Potential - Making Strategic Choices Ottawa, Canada - March 23 - 26, 1997

Organized by the Canadian Alliance for Lifelong Learning, the emphasis of this conference will be on the practical, extensive and innovative use of learner - centred technology. The conference goal is to produce action strategies for lifelong learning for the 21st century through the participation and contribution of all participants.

Further information from :

Canadian Alliance for Lifelong Learning, 20 Bay Street, Suite 400,
Toronto, Ontario M5J 2W1 Canada

Tel: (416)325-4211; Fax: (416)325-4675.

BBC Project on Sex and Health

In many countries in Asia there is a lack of basic information about sex and reproductive health, and these subjects are not openly discussed. Recently, the BBC World Service and the Family Planning Association of India launched a sex and reproductive health education project called Sexwise in South and Central Asia. The aim is to inform the increasing number of young people in the region who are reaching child-bearing age about contraception and family planning. The project includes an eight-part radio series in English and in eight other languages as well as information booklets for listeners and cassettes for educational institutes and health education workers.

Source : BBC World Service

IAEA New Publication

**Proudh Shiksha
Lekh aur Lekhak**

A classified and author index
of articles published in
Proudh Shiksha
during 1957-1995
Rs. 50

Available from

Indian Adult Education Association
17-B, Indraprastha Estate
New Delhi - 110 002



Danda, Ajit K. **Family Planning : An Adaptive Strategy : A Case Study from West Bengal**, New Delhi, Inter-India Publications, 1984, p 138, Rs.125.

The study aims at examining in actual field situation various factors that promote or hinder the process of adoption of family planning innovations with particular reference to demographic characteristics, family size norm, knowledge of family planning practices, communication pattern, attitude towards family planning innovations and so on. The study tries to highlight whether the family planning adopters possess any special attributes that have bearing upon their decision on family planning innovations.

Balan, K. **Health For All by 2000 AD**, New Delhi, Ashish Publishing House, 1989, p 160, Rs.150.

It is a health education guide which intends to create health consciousness among the people and inspire them to start a dynamic health movement to support and supplement the efforts of the Government and the voluntary organisations for achieving the goal of Health for All by 2000 AD. It tries to create a general awareness among the people not only about their own health problems and needs but also of the community as a whole and also helps them to acquaint them with the various aspects of the diseases encircling them, preventive methods

available and measures in existence to prevent and eradicate the diseases. The author feels that involvement of the educated, dynamic, health conscious and service-minded individuals will make the community participation in health programmes more result-oriented and beneficial to the people.

State Resource Centre, West Bengal. **Field Operational Training (Sriniketan, March 7-16, 1996). Birbhumi**, District Resource Unit and Palli Samgathana Vibhag, Visva Bharti, Sriniketan, 1996. Various Paging.

The report focuses on the various techniques of collecting relevant data (quantitative and qualitative) from field. It identifies the needs and problems of the people through direct interaction and observation of the actual field situation at micro level. The report also indicates the broad areas and modes of educational intervention and its feasibility for post-literacy and continuing education activities and develop prototype educational material after pretesting them in the field.

Agrawal, S.P. and Aggarwal, J.C. **Second Historical Survey of Women's Education in India (1990-94)**. New Delhi, Concept Publishing Company, 1996. (Concepts in Communication Information and Librarianship). Rs.600.

The volume consists of three parts. Part I is devoted to recent developments in women's education in India since 1988. Besides giving an

overview of women's education in India, it includes significant documents concerning women's education.

Part II includes women's educational indicators covering India as a whole, States Scheduled Castes and Scheduled Tribes and district-wise women's literacy.

Part III includes women's education in the world, challenges to the year 2000, decade of the Girl Child and international response. It also provides a comparative study of educational indicators covering a wide gamut of women's education in respect of 145 countries.

Appendices include, among other sources for financial support for research in India, list of focal points/bodies dealing with question relating to women's development issues.

Seetharamu, A.S. Ed. **Literacy Campaigns in India**. New Delhi, APH Publishing Corporation, 1996.

The document takes stock of achievements and constraints of the literacy campaign, problems and issues in planning and implementation, facilitators and blocks in successful realization of targets, problems in consolidation of gains from campaigns through post-literacy and continuing education programmes as well as several other aspects which are related to the efficiency and effectiveness of total literacy campaigns in Karnataka.

The main objectives of the study are : 1) to study the relevance, efficacy and effectiveness of environment building strategies in literacy campaigns; 2) to get a feed-

back on the primers used in literacy campaigns as well as do a content analysis of these primers; 3) to study the strategies and problems of training of functionaries of literacy campaigns; 4) to examine the organization and management of literacy campaigns; and 5) to get a feed-back on the teaching-learning process in literacy campaigns.

Mani, Gomathi. **Adult Learning : Theory and Practice**, New Delhi; Sterling Publishers, 1994. Rs.294.

The book is divided into two parts. Part I containing 12 chapters, traces the basic process of adult education, its theories and principles. Part II deals with methods of adult education divided into five categories: Expository (lectures and demonstrations), Exploratory (discussion methods, projects, visits, exhibitions and case studies), Experimental (practice, trial and error, and exercise); Evaluative (tests, questions and quizzes), and Participatory (group discussions, buzz group, role play and simulation). Methods of teaching literacy are classified into three main groups - synthetic, analytic and analytic-synthetic.

Panchamukhi, P.R. **Educational Change in India : A Century of Efforts**. New Delhi. Har Anand Publications, 1996, 252 p.

The study presents analysis of selected educational reforms in India evolved over a long period of time. These reforms are universal primary

education, basic education, multi-purpose schools and protective discrimination.

The study attempts to examine the socio-economic and political causes and consequences of each of these reforms.

An attempt is also made in the study to develop certain conceptual insights about the reform process in education focussing on the socio-economic context of the country. This study draws upon the experiences with regard to several other reforms also introduced in India at different point of time.

Ahmad, Aijazuddin; Nain, Daniel and Sharma, H.N. Eds. **Demographic Transition : The Third World Scenario**. New Delhi. Rawat Publications, 1996. 421 p. Rs.800.

The document is a collection of papers which were presented in an international symposium on population growth in developing countries held under the aegis of the International Geographical Union's Commission on Population Geography in New Delhi in December 1993.

It contains 24 chapters divided into six sections. These sections contain studies on historical antecedents, inter-regional and inter-ethnic differentials growth, consequences of population growth, population-development nexus, methodological issues and policy issues.

The section on historical antecedents contain papers on the evolutionary history of population growth in the Third World and in Bangladesh. The second section on inter-regional differentials in growth includes studies on India at the country level as well as on the north-eastern and the northern region of India. The third section deals with inter-ethnic differentials in population growth. The study focuses on ethnic groups such as the Lepchas, Bhils and the Scheduled Castes. The fourth section highlights the consequences of population growth as evident in the environmental impact on demographic change, urbanization and ageing. The fifth section on population development nexus contains studies on the world in general and in India and with special reference to women in development. The section on methodology and policy issues deals with questions such as qualitative indicators of multi-regional demographic change etc.

Thomas, Gracious; Sinha, N.P. and Thomas, K. Johnson. **Aids, Social Work and Law**. New Delhi, Rawat Publications. 1996, 227 p. Rs.350.

The volume attempts to describe some basic facts about HIV/AIDS, types of common STDs, treatment options and prevention, role of medical social worker in the care of HIV patients, and the skills and abilities of an HIV/AIDS social worker counsellor. The three chapters on AIDS and the law provides legal information on the legal issues surrounding HIV/AIDS.

*Report of National Workshop****Documentation in Population Education***

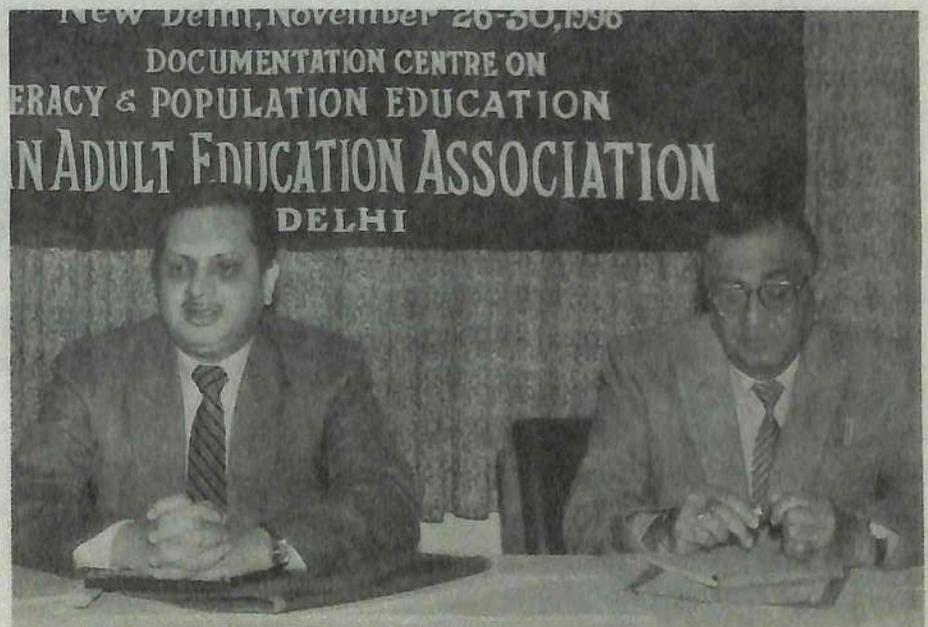
The Indian Adult Education Association (Documentation Centre on Literacy and Population Education) organised a five-day National Workshop on Documentation in Population Education in New Delhi on November 26-30, 1996. 21 participants representing 14 states attended. They represented the State Resource Centres (SRCs), National Institute of Adult Education (NIAE), and NGOs.

Shri HO Tewari, Director, Directorate of Adult Education, Government of India was the chief guest at the inaugural function. In his address, Shri Tewari said that the SRCs should provide resource support to Zilla Saksharta Samitis so that they could effectively link population education messages in literacy programmes. There was an urgent need of compiling systematic information regarding adult and population education work being done by various agencies and SRCs could play an important role in this direction, he added.

Shri Tewari said that SRCs should conduct research on integration of population education with literacy programme so that new strategies could be formulated for meaningful linkage of the population education with adult education.

He said that there should be networking of information among the

SRCs and the Documentation Centre on Literacy and Population Education (DCLPE, IAEA) could play an important role in making the system operational. The SRCs, he said, should develop resource capabilities at the district level so that the population education message reaches at the grass root level. Literacy should become part of life of the individual for his social and economic betterment, he concluded.



Shri HO Tewari, Director, DAE delivering the Chief Guest address at the inaugural function of the Workshop

Earlier, in his welcome address, Shri JL Sachdeva, Director, IAEA said that the population education material had increased considerably in the recent past and the need now was to disseminate it in response to the needs of users. The incharge of the Documentation Cell in the SRCs thus required training/orientation in use of professional tools and techniques to tackle the information flow and its application. The need was to provide deeper skills in processing and transferring information and providing more aggressive information service, he emphasised.

The Workshop, he said, would sensitise the main functionaries of Population Education Cells in the SRCs on the need for creating meaningful, effective and functional documentation and information service, will help to establish a systematically operational information network system and resource sharing mechanism. It would also prepare the state functionaries in imparting skills to functionaries at district level in handling documentation work.

The Workshop discussed the subject of the Workshop under following sub themes:

- 1) Population Education Project in Retrospect and Prospect;
- 2) Documentation Centre on Literacy and Population Education : Expectations and Achievements;
- 3) Methods and Techniques of Documentation;
- 4) Power of Information and Information Sciences (Information Repackaging &

- Dissemination and Information Networking & Clearing House Services);
- 5) Identification of Gaps in Information & Documentation Efforts;
- 6) Acquisition & Sources of Population Education Materials - How to collect and use information for various purposes;
- 7) Assessing Information Needs, Interests & Requirements of Learners;
- 8) Formulation of Acquisition Plan of Population Education Materials;
- 9) New Information Technology;
- 10) Annotations, Abstracts, Extracts : Their Utility and Place in Information Sharing;
- 11) Formulation of Plans for Documentation, Information Service & Clearing House at each PEC; and
- 12) Providing Resource Support to

Sardana and Dr.(Smt.) SP Singh from Department of Library and Information Science, University of Delhi; Dr. KG Tyagi, Director, National Documentation Centre, ICSSR and Prof. HK Kaul, Director (Library), India International Centre.

Study visits to Documentation Centre of NCERT and Indian Council for Social Science Research (ICSSR) were made during the Workshop.

In the valedictory session Smt. Kamala Rana, Vice-President, IAEA was the chief guest. In her address, she said that stabilisation of population was the need of the hour and new information technology like Fax, E Mail should be used to share



A section of the Participants

Districts by PECs/SRCs and DCLPE.

The resource support was provided by Dr. JP Gupta, Additional Director-cum-Project Coordinator (PEP), Directorate of Adult Education; Prof. PB Mangla, Prof. JL

information with practitioners. But the information should be authentic, she stressed.

Dr. JP Gupta presented certificates to the participants.

Recommendations

After five days of deliberations the workshop made the following recommendations:

1. The five-day National Workshop on Documentation in Population Education held in New Delhi on November 26-30, 1996 recommends that a computerised package on literacy and population education be developed at the national level by the DCLPE, IAEA. This should be linked to each SRC. It should include information on world-wide literacy; present national scenario on literacy; books/journals available on literacy/POPED. This package should be updated from time to time.
2. The Workshop recommends that each SRC should procure/purchase computer with printer and modem to cope with the information revolution.
3. A grant of Rs.50,000/- yearly each should be earmarked for each SRC for purchase of books and journals and for their dissemination. For procuring material each SRC should seek institutional membership of organisations which publish materials on Literacy and Population Education.
4. A post of Librarian-cum-Documentation Officer should be created in each SRC.
5. The SRCs should mutually exchange their publications but the regional language publications should contain a brief description in English.

6. The Workshop recommends that NLMA should direct each ZSS for sending their publications, quarterly progress report and vital statistics to the concerned SRC and each SRC in turn should share the information with ZSS, DIETs and DRUs and the DCLPE.

7. A Documentation Cell at each SDAE/ZSS/DRU should be created for procuring documents and other materials and for their dissemination to the concerned functionaries.

8. It recommends that an orientation programme should be organised for Librarians/ Documentation Officers of SRCs/SDAEs/ZSS/DRUs at the regional level.

9. The Workshop recommends that each SRC should organise once a year a Workshop in which all academic staff members should be asked to present a paper on thrust areas on Literacy and POPED. This, it felt, was essential for professional development of the staff.

10. It recommends that SRCs should develop a directory each of experts and resource persons and materials on Literacy and POPED. The directory at the national level should be prepared by DCLPE, IAEA.

11. The Workshop recommends that each SRC should conduct a need-assessment survey in and around the State before establishing the Documentation Centre. This it feels will help in obtaining relevant and appropriate reading material. ■

Community Education and Social Development

Gurukul Kangri Vishwavidyalaya, Hardwar, in collaboration with Indian Society for Community Education (ISCE), recently organised the Seventh National Conference on "Community Education for Social Development". Inaugurating the conference, Prof. Sher Singh, former State Minister for Defence, said that community education was essential for social development. The objectives of the community education were not only to achieve self-reliance in 3 R's, but included awareness of the causes of deprivation, amelioration through involvement in development process, improvement of skills, imbibing of human values, fighting against social evils and superstitions, inequalities and exploitation, divisive and antinational elements, work for conservation and cleanliness of environment, observation of small family norm and concern for human rights etc. The objective should be social, economic and cultural development of the society, he asserted.

Prof. Dharm Pal, Vice-Chancellor, who presided, said that Gurukul Kangri Vishwavidyalaya had been a pioneering institution to work in the field of community education. He said that Swami Shraddhanand worked for the weaker sections of the society and stressed on education of women.

Prof. JS Rajput, Chairman, National Council for Teacher Education (NCTE), in his valedictory address, said that the government could not make every body literate. It was for the community to come forward to complete this task. We have to have a totally literate society, he emphasised. ■

Way Behind Others

India accounts for one-third of the world's unlettered and 22 per cent of out of school children. Close to 55 million children in the age group of 6 to 14 years are still uncovered by a series of educational schemes to achieve universalisation of primary education. The litany of statistics that underlines the many challenges facing the field of education is staggering. Indeed, it is an indictment of the many missed opportunities and unkept promises. About 50 years ago we pledged to provide free and compulsory education to all children upto 14 years of age within a short span of 10 years. At times we talked of giving more teeth to the Directive Principles of State Policy. At others, we thought of making right to education a Fundamental Right. Three years away from the second millennium, we are still chasing the chimera and rescheduling the time-frame to achieve that goal. When "Operation Blackboard" was launched in 1987-88 with the objective of removing the glaring lacunae in the schooling system, particularly in rural areas, hopes were raised that the country would achieve that goal. The professed principle underlining the "Operation Blackboard" was unexceptionable since it represented the bare minimum required for sustained schooling at the elementary level but it only marginally succeeded in improving the retention of children in schools.

India has taken up several innovative schemes in the field of

education, but the progress of these schemes has been hampered by the sluggish administrative follow-up. We have had grandiose plans but hardly effective mechanism and motivated personnel to monitor their progress. We still have the problem of a large percentage of school dropouts. The reasons of course go beyond resource constraints and infrastructural facilities. In the existing rural setting, education, particularly of girls, rarely receives the attention it deserves. Some studies have established a strong correlation between underdevelopment and low enrolment rates among girls. The girl child is discriminated against not only in the field of education but also in food and health care. While our policy makers have laid emphasis on the quantitative spread of education, the quality of education has left much to be desired. If India is to catch up with Asian tigers which are climbing up the technological graph, education must be considered a key component of human development.

H.T. Editorial

LEARNING

*"The more I learn, the more I realise
how much I don't know."*



*"The greater the involvement the
more we learn."*



"It is harder to unlearn than learn."

Cost-effective Training Strategies in Population Education

Three training modalities used for upgrading the knowledge and skills of teachers in population education were compared in a study undertaken by Dr. Saroj Bala Yadav of the NPEP(NCERT). The three training modalities compared include face-to-face training, self-learning individual mode and self-learning paired mode.

The study employed pre and post-test designs using control groups consisting of 96 secondary school teachers teaching in rural schools in one district. The three modalities were compared according to their effectiveness in terms of gains in awareness, knowledge and attitude as well as cost effectiveness.

The study showed that the face-to-face modality is still the most effective in terms of gains in knowledge and attitude. It is, however costlier, the report points out. When cost per unit and outcomes were taken together, the study found that the self-learning paired mode proved to be the most effective.

The self-learning paired mode is also found to be more effective than the individual self-instruction mode because in the paired mode, the opportunity to discuss and share learning with a colleague improves the understanding of the issues where attitudes and values become more important. The study recommends that policy makers consider the combination of face-to-face and self-learning paired modalities in designing their teacher training programmes on population education. ■

PM Stresses Empowerment through Education

The Prime Minister, Shri HD Deve Gowda said in New Delhi on January 8, 1997 that quest for knowledge has been one of the greatest traditions of India. "If our education system has expanded as it has in the last 50 years, it was in fact, the response to this pressing demand for development and the perception that education is a sure medium for attaining progress."

Shri Gowda was speaking at the inauguration of Sanchar Kendra or Electronic Media Communication Centre of the Indira Gandhi National Open University (IGNOU).

"Over 40 crore Indians are still illiterate," he said, adding that large sections of the people are poor and are outside the scope of development efforts.

"It is this section of the people that must be the focus of all our future development initiatives", he said and stressed the need for education system to empower them to participate in the development of our country.

"Education, health and nutrition enhance productivity and contribute to growth. These gains in efficiency lead to higher wages and incomes which in turn result in still better education, health and nutrition."

The Prime Minister said that it was through education the message of real empowerment of the people can be taken across to the masses. "Institutions like Panchayati Raj be strengthened through appropriate

programmes of education and training of functionaries."

Earlier, the Human Resource Development Minister, Shri SR Bommai called for opening more open universities in the country to serve all regions and great number of people through all major regional languages.

He said IGNOU should strive to reach out to large constituency of non-traditional student groups including adult learners, working people and those who are looking for new opportunities. ■

"Infuse more thrust to sustain literacy movement"

"Keeping in view the rising population of Delhi, there is need to infuse more thrust at various levels to sustain literacy movement and make it a success," the Lt. Governor of Delhi, Mr. PK Dave said in New Delhi.

Speaking on the occasion of the Saksharta Mela (Literacy Fair) organised by the Delhi Sarva Shiksha Abhiyan Samiti on December 14, 1996. Mr. Dave said though 40,000 volunteers were actively involved in spreading education to illiterates and uneducated children and persons and are teaching about four lakh people, much more remains to be done.

Mr. Dave also emphasised the need to involve college students in the literacy drive and build an environment wherein more learners could be attracted. "There is need for more volunteers to teach labourers

and other workers who constitute a sizeable portion of the illiterate population of Delhi," he stated.

On the occasion, the LG presented the running trophy instituted in memory of Mr. Kartar Singh to Mr. KK Sharma and Mr. DD Kapil for their outstanding contribution in the literacy mission. He also presented certificates, rolls of honours and mementos to the volunteers for their role in teaching illiterate persons.

The Mela was organised to highlight the hard work put in by the institutions and volunteers. About 7,000 volunteers and learners participated in the Mela. An exhibition on the work of neo-literate posters of the Delhi Sarva Shiksha Abhiyan Samiti was also organised.

A colourful programme highlighting the importance of education was presented by the school children. The Delhi Health Minister, Dr. Harsh Vardhan and DG (NLM), Shri Bhaskar Chatterjee were among those present at the function. ■

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UNESCO Literacy Prizes

The following have received Unesco Literacy Prizes for 1996:

The Mini-Schools Project in Haiti which provides education to the most disadvantaged living on the outskirts of the capital, Port-au-Prince; the State Crusade for Adult Education in Mexico; the efforts by the Ministry of Defence and Aviation in Saudi Arabia to eradicate illiteracy and provide adult education for armed forces and their families; and UNESCO Club Dibwa Dia Ditumba in Zaire for actively combating illiteracy and providing schooling for over 52,000 children and young people.

Asia :

*A region of contrasts
Did you know that*

- 27 million more children in Asia enrolled in primary school between 1990-1995, but 57 million school-age children are still out-of-school, 37 million of them live in South Asia and eight out of ten are girls.
- Some 90 per cent of all children in East Asia enrol in primary school, but only two out of three children in South Asia go to school.
- 90 per cent of all men in East Asia are literate, compared with 76 per cent of women, but more than 70 per cent of the world's illiterate adults live in Asia, mainly in South Asia, and 65 per cent of them are women.
- East Asian countries have experienced annual economic growth rates of between 6 and 10 per cent in recent years, but more than one-third of the world's poor live in this region.

Sources : UNESCO, UNICEF, UNDP, World Bank

Central Zone Conference in Mhow (MP)

The Indian Adult Education Association in collaboration with Asha Kala Kendra, Mhow is organising the Central Zone Conference on Adult Education in Mhow, Distt. Indore (MP) on March 8-9, 1997.

The Conference will discuss the problems faced by adult education movement in the Zone and the efforts made to overcome them. It will also discuss continuing education needs of the Zone.

About 75 participants representing the TLC Districts of Bihar, Madhya Pradesh, Rajasthan and Uttar Pradesh, SRCs, Shramik Vidyapeeths, State Directorates of Adult Education and members of IAEA are likely to attend the Conference. ■

Open Universities in India

There are at present eight open universities in India offering distance education.

The Andhra Pradesh Open University was the first Open University in India. Indira Gandhi National Open University (IGNOU) which was set up in 1985 in New Delhi was the second in the country.

Six more States, Bihar, Gujarat, Karnataka, Madhya Pradesh, Maharashtra and Gujarat have now established open universities.

Ten more open universities are likely to be established in the next five years. ■

IAEA New Publication

Proudh Shiksha Lekh aur Lekhak

A classified and author index of articles published in *Proudh Shiksha* during 1957-1995

Rs. 50

Available from

Indian Adult Education Association
17-B, Indraprastha Estate
New Delhi - 110 002



Merriam, Sharan B, and Brockett, Ralph G. **The Profession and Practice of Adult Education: An Introduction.** San Francisco, Jossey-Bass, 1997. pp.334.

The document tries to provide a descriptive overview of major dimensions of the adult education field, and raise awareness of the critical issues and tension inherent in the practice of adult education. The book has been divided into three parts-(I) Foundation of Adult Education (II) The Organisation and Delivery of Adult Education, and (III) Developing a Professional Field Practice.

Part-one outlines three critical issues related to the foundation of adult education practice: Whether we should strive for unity, whether we should align with the rest of education, and whether the primary focus of our activity should be the individual or society.

The part two centers on the organization and delivery of adult education and outlines how agencies and organisations deliver formal adult education in the United States. In addition to institutionally based typologies, it maps the field by content, area and personnel.

It also focuses on the learner in adult education, addressing who participates and why, what they are studying. It also covers some basic information about the nature of adult learning.

This part also describes what adult education is like in other parts of the world, then it attempts to conceptualize international adult education as a form for exchanging ideas and experiences. It also discusses international adult education as a part of the academic discipline of comparative studies.

Part three relates to the development of adult education as a professional field of practice. It examines current aspects of the professionalization of adult education. It looks into three elements as constituents of professionalization: professional associations, literature and information sources in the field, and academic preparation. It discusses possible future directions for adult education.

Atheraya Venkatesh B. and Chunkath, Sheila Rani. **Literacy and Empowerment.** New Delhi Sage, 1996. pp. 299. Rs.295.

The document discusses various aspects of mass literacy campaign carried out in the district of Pudukkottai of Tamil Nadu from July 1991 to August 1992.

It contains three parts: The first part, 'The Context : History and Perspective' has four chapters which trace the evolution of strategies for mass literacy in the modern world in general and India in particular. They also review the literacy situation on the ground as well as official policy towards adult literacy in India and Tamil Nadu.

The next eight chapters in part second-"The Campaign" give a detailed, largely descriptive, account of the total literacy campaign in Pudukkottai from June 1991 to August 1992. These chapters also include some analytical remarks as well as a discussion of related initiatives undertaken in Pudukkottai during the period of literacy campaign.

Part three has two chapters which tries to draw some lessons from Pudukkottai's campaign experience as well as review critically various developments with respect to mass literacy campaign since 1992.

Gayatonde, N.V. and Gayatonde, S.N. **Perspective in Awareness: Concept and Practice.** Bombay, Himalaya Publishing House, 1996. pp. 73. Price Rs.150

The book deals with the concept and awareness and is the outcome of the study conducted by the Research Unit of Bombay Council of Adult Education and Social Development, on the topic-'A critical study of the Instructional Material used for Adult Education Programme with Special Reference to Awareness Component.'

It tries to find out the extent to which the awareness component was given weightage with literacy programmes and in the text books prepared for literacy programmes and for neo-literates. The study also aims at finding out how far the functionaries are clear about this component.

In the first two chapters the book deals with the concept of awareness, the types for awareness and the methodology and strategies of awareness generation. In the next three chapters the report of the study is presented. In the last Chapter, major function of education, the types of awareness and the level to which it can be created at each stage are discussed.

Shirur, Rajani R. **A Synergy of Theory, Practice and Strategies in Adult Learning**. New Delhi, Sterling Publishers, 1997. pp. 127. Rs.195

The book examines the relationship between practice, theory and strategies of adult learning and raises three issues:

(1) Which beliefs and knowledge about learners and practices in adult learning are significant to lead to a meaningful theory building?

(2) Which learning theories can contribute to and improve adult learning?

(3) How these practices and theories reflect in evolving various strategies and approaches to adult learning?

Wangoola, Paul and Youngman, Frank Eds. **Towards a transformative political economy of adult education: theoretical and practical challenges**. Illinois, LEPS Press, Northern Illinois university, 1996. pp. 363.

The book is an outcome of an International Workshop organised by the African Association for Literacy and Adult Education in Kenya in 1992, on 'The Political Economy of Adult Education in 1990s and Beyond: Theoretical and Practical Challenges. It contains paper presented during the workshop and as well as articles written by other adult educators.

Manjulika S. and Venugopal Ready, V. **Distance Education in India. A model for developing countries**. New Delhi, Vikas, 1996. pp. 255. Rs. 350

The document presents an analysis of the existing distance education systems in the world. It outlines the current status and the problems and issues pertaining to the practice of distance education in the developing countries. It highlights the existing networking models operating in various parts of the world. The authors have retraced the genesis,

growth and development of distance education in India. The promise that distance education holds and the extent to which the promise has been fulfilled have been analysed in terms of accessibility of education to larger segments of population, particularly of the deprived sections such as: women, rural poor, scheduled castes and tribes, etc.

The current status of distance education in the country, the dual structure that emerged during the 1960s, the structural impediments in the growth of distance education and other issues have been elaborated. Various measures to consolidate and strengthen the system have been identified.

Pandey, R.S. **Education: Yesterday and Today**. Allahabad, Horizon Publishers, 1997. pp.162. Price Rs.250.

The book covers the broad spectrum of educational policies and deals with the major issues of education. It provides an objective description of policies and it also makes an analytical assessment of all the education policies. Under appendix a historical calender of development of education in India has been provided.

Report of Research Methodology Course*Research should be People-oriented*

Dr. GD Sharma, Secretary, University Grants Commission emphasised the need to make research people-oriented. He said researcher should study the social status, the paradigm, psyche, culture and the like. The research should be of benefit to the people.

Dr. Sharma was delivering the inaugural address of two-week research methodology course organised by the Indian Adult Education Association at its headquarters in New Delhi on December 10, 1996.

Dr. Sharma said "Research is painful but rewarding". It is painful because youthful years are spent in libraries but if something worthwhile comes out, it is a great achievement.

Problem-solving, he said should not be at a superficial level as it might not be of any benefit to the people. Dr. Sharma emphasised problem setting before attempting to solve a problem. Research should be a team work, he emphasised.

A good researcher should not trust any one in the world, he said, not even his own inferences. Research should speak for itself. It should generate knowledge and give specific answers.

Earlier, in his welcome address, Shri JL Sachdeva, Director, IAEA said that adult education research studies should come out of the portals

of the universities and make their way into the grassroot level. He said that in-depth studies were needed to make literacy campaigns a people's movement. Meaningful research studies would go a long way in strengthening the programme, he added.

Smt. Kamala Rana, Vice-President, IAEA in her presidential remarks said participatory research has to be done intensely with depth and commitment.



Dr. G D Sharma (second from left) Secretary, University Grants Commission delivering the inaugural address. Sitting along with him (L to R) are Shri NC Pant, Joint Secretary, Smt. Kamala Rana, Vice-President and Shri JL Sachdeva, Director, IAEA

Shri NC Pant, Joint Secretary, IAEA proposed a vote of thanks.

During the Course, Shri BS Garg, President, IAEA also addressed the participants. He said that there was not much demand for literacy. If research could find the causes, it would be beneficial for the programme, he said.

The subjects covered in the course were (a) Research in Adult Education, Continuing Education and Population Education - The efforts made so far; (b) Guidelines for Preparation of Research Design with special reference to Adult and Population Education; (c) Identification of Research Topics in Non-Formal, Adult and Continuing Education; (d) Tools and Techniques used in Research; (e) Sampling Techniques; (f) Methods of Research : Historical and Survey Methods; (g) Action and Applied Researches in Adult Education : Case Studies; (h) Experience and Problems of Conducting Research at Grass Root Level; (i) Linking Population Education with Literacy Programme: Processes and Problems; (j) TLC Evaluation : Processes and Problems; (k) Perspectives in Adult Education Research; (l) Research in Adult Education - Priorities and Issues; (m) Statistical Analysis of Data; (n) Dialogical and Participatory Researches; (o) Research in Population Education; and (p) Computer Analysis of Data.

In addition to IAEA own faculty the resource support was provided by

Dr. NK Ambasht, Prof. & Head, Department of Non-Formal Education, NCERT; Dr. JP Gupta, Additional Director, DAE; Dr. Mona Jabbi and Dr. Rajyalakshmi, Council for Social Development (CSD); Dr. MM Ansari, former Director (Research), AIU; Dr. SY Shah, Director Incharge, Adult Education Unit, JNU; Dr. Pramila Menon, NIEPA; Dr. Mridula Seth, Reader, Lady Irwin College; Shri Mushtaq Ahmad, Chairman, National Institute of Adult Education (NIAE); Dr. Anita Dighe, Senior Fellow, NIAE; Dr. PK Bhargava, NIAE; Prof. MR Saluja, former Professor, Indian Statistical Institute; Shri Chandan Datta, PRIA; and Dr. YP Aggarwal, NIEPA.

valedictory function. He said that dropouts has been a constant problem in educational programme. But at the same time there are many who continue inspite of difficulties. The researcher should not only study the problems of dropouts but also of persisters. The reasons which encourage people to continue in the centre should be studied, he stressed.

The main focus of adult education research should be to empower people and for their active participation in decision-making, Prof. Mathur emphasised.

Smt. Kamala Rana presided.

Study visits to Directorate of Adult Education(DAE), Council for Social Development(CSD), and



Participants of the Course

Valedictory address

Prof. Kuldeep Mathur, Director, National Institute of Educational Planning and Administration (NIEPA) was the guest of honour at the

National Institute of Educational Planning and Administration(NIEPA) were arranged.

21 participants from various parts of the country attended. ■

UNESCO World Conferences

Highlights and Recommendations

UNESCO has organised four international conferences on Adult Education so far. The major highlights and recommendations of the Conferences are given below:

The Elisionore Conference (1949)

The First Conference, which came soon after the second world war, was marked by an awareness of the urgency of the task of reconstruction and by an awareness of the moral need to re-establish peace in the world. The following extract from the summary report of the conference indicates the major tasks assigned to adult education by the Conference:

"...to aid and foster movements which aim at creating a common cult to end the opposition between the so-called masses and the so-called elite; to stimulate a genuine spirit of democracy and a genuine spirit of tolerance; to give youth the hope and confidence in life, that have been shaken by the present world disorganization; to restore the sense of community to people who live in an age of specialization and isolation; to cultivate an enlightened sense of belonging to a world community."

The Conference issued a series of recommendations to promote international cooperation. The recommendations were prefaced by a declaration of principle stating the objectives of adult education at the international level.

The Conference was attended by 79 delegates and observers from 25 countries; more than 80% belonged to industrialized countries.

The Montreal Conference (1960)

The Second Conference was held in Montreal (Canada) in 1960. It was attended by 225 delegates from 51 countries: Asia, Africa, Latin America, the Arab States, Eastern Europe, Western Europe and North America.

The Montreal Conference stressed the need to give absolute priority in adult education to the elimination of illiteracy and to undertake international action to assist those countries that lacked sufficient resources to deal with that problem. It highlighted the link between the maintenance of peace and adult education, recommending the inclusion of reflection both on aesthetic and moral values and on the role of science and technology in social progress and stressing the importance of creative activities, the need for gender equality, for linking adult education with youth education and for support to NGOs.

Adult education at the Montreal Conference emerged as an essential component of any nation's policy for coping with the pressures of change and improving the quality of life. It was also recognized as a normal and necessary part of the overall educational provision of every country, within which its particular role was to improve opportunities of access to

education offered by the school system or to raise the level of knowledge already acquired within the context of lifelong learning. It recognized the major role of NGOs in adult education.

The Tokyo Conference (1972)

The Third Conference was held in Tokyo (Japan) in 1972. It brought together 85 delegations from Asia, Africa, the Arab States, Latin America and the Caribbean, as well as Europe and North America. The developing countries constituted a majority of the 400 delegates.

The Conference reconfirmed the priority given by the Montreal Conference to the struggle against illiteracy. It also drew attention to the need to concentrate efforts on satisfying the specific needs of women and of the most underprivileged population groups.

It emphasized the complementary roles of formal and non-formal education, the need to link them more closely and the need for increased co-operation between governmental and non-governmental organizations. For the first time, the role of adult education as a factor in the democratization of education, economic and social progress and cultural development was analyzed by the participants.

The Paris Conference (1985)

The Fourth Conference was held in Paris at UNESCO HQ (1985). The Conference examined the evolution of adult education since 1972, the contribution that adult education could make to help people

face the world major challenges, the needed priorities in terms of activities and the required forms of international and regional co-operation.

The total number of participants was 841 including 40 ministers or persons of ministerial rank from 122 countries plus NGOs and two UN agencies. The Conference discussed the role of adult education as a means for social and occupational stability, its role in the democratization of education and in the consolidation of peace, the principles of freedom, justice and international co-operation.

The Conference took note of the changes that had taken place in the world since the Tokyo Conference including the 1976 Recommendation on Adult Education. The Conference considered the elimination of illiteracy as the first priority for adult education and it stressed the need for sustaining the literacy gains through varied efforts to promote post-literacy training.

The Conference assigned to adult education, the role of helping to make lifelong education available to all. It reiterated the stand of previous conference on the need for ensuring equal opportunities for women and disadvantaged groups. On the question of the link between formal and non-formal education, the Conference considered it important to apply the concept of lifelong learning as an overall governing concept in education because of the varied forms of learning, and because the learning process may involve the alternation of both of these forms of education.

It was recognized that the mass

media are exerting a decisive impact on the extension and improvement of adult education through distance learning; specific emphasis was put on the role of low-cost community radio and TV, mobile low-power transmission units, rural cinema and rural theatre to be exploited as significant media for adult education. Regional and international co-operation was considered by the Conference to be crucial for the future development of adult education. **The role of NGOs was considered indispensable for creating an effective grassroots adult education movement.** In addition, the Paris Conference issued a strong declaration on the "right to learn".

Common issues

During these 45 years, each of the four Conferences reflected the concerns and the specific trends in the world over the preceding decade. They addressed the following issues as high priorities for adult education:

- to eliminate illiteracy
- to establish peace and international co-operation
- to create a genuine spirit of democracy
- to increase learning opportunities for all age groups
- to promote gender equality

The fifth international conference will be held in **Hamburg (Germany) on July 14-18, 1997.** **The subject is "Adult Learning : A Key for Twenty First Century".** ■

Colombo Conference

Prof. BB Mohanty, Vice-President, Indian Adult Education Association and International Consultant (Education & Communication), participated in an international conference titled Strengthening Journalism Education in South Asia at Colombo, Sri Lanka, from January 2-4, 1997 organised by the Southern Illinois University, Carbondale, USA in collaboration with the United States Information Agency.

Participants from Bangladesh, India, Nepal, Pakistan and Sri Lanka attended. The conference goal was to strengthen ties between educators and professionals and policy makers in the region so that financial and professional support to journalism education can be increased.

Prof. Mohanty spoke about the relevance of communication technology in the rural areas of South Asia while discussing on Curriculum Development for Journalism Education which was the title of his paper presented at the Conference. ■

New Publication

**Saksharta Abhiyan -
Kuch Mahatavpuran Pehlu**

Dr. HP Tewari

Rs.15-00

Available from :

**Indian Adult Education Association
17-B, Indraprastha Estate
New Delhi - 110 002**

Panel Discussion on "Reservations for Women"

A Panel Discussion on "Reservations for Women" was organised by the Population Education Resource Centre at Lucknow University on Feb. 1, 1997. The Chairman of the Panel was Prof. Bhoomitra Dev, Prof. & Head, Department of Zoology, Lucknow University and Ex-Vice-Chancellor, Gorakhpur University and Rohilkhand University. Other members of the Panel were : Prof. Yashvir Tyagi, Department of Economics, Lucknow University; Dr. Vibha Awasthi, Principal, Navyug Kanya P.G. College, Lucknow; Mr. Atul Chandra, Asstt. Chief Editor, The Pioneer, Lucknow; and Mrs. Shalini Mathur, Secretary of Suraksha, a Women's Organisation of Lucknow.

Dr. JV Vaishampayan, Director, PERC and Centre for Adult, Continuing Education and Extension, Lucknow University welcomed the guests and explained the objectives of the discussion and the urgency to discuss the issues in a non-partisan way.

Mrs. Shalini Mathur, Secretary of Suraksha put forth a strong case for making reservations in legislation for women on the ground that the present political system does not allow them adequate representation. She added that in the absence of reservation it becomes difficult for them to compete with the "man and muscle power of men". She cited the experiences of panchayat elections to say that it has done a great deal to bring out the rural women from their home and make

them important partners in decision making.

Prof. Yashvir Tyagi pointed out that reservations for any class per se is an instrument which is inequitable in nature. He dubbed the cry for reservation by politicians as a crude attempt to hide their failures in solving the basic problems of women's development. Dr. Vibha Awasthi was of the opinion that reservation will create dissension and division in the family and the society. She advocated the need for an integrative approach in solving the problems of women. Mr. Atul Chandra illustrated the example of Iceland where women have formed a political party of their own to solve their problems. He stressed that instead of reservations, there was a greater need for empowerment of women.

Prof. Bhoomitra Dev, the Panel Chairman in his concluding remarks pleaded for an evolutionary approach to bring about desirable social changes rather than revolutionary measures which cause disharmony in the society. He thought that it is possible to use reservation along with maintaining excellence and merit to further the cause of women's development. ■

International Educator

The *International Educator* published by Kalaniketan Publishers from Thiruvananthapuram, Kerala has recently brought out a special issue (Vol.11, No.3, 1996) on IYEP (International Year for the Eradication of Poverty). It also contains articles on human right education.

Dr. K. Sivadasan Pillai and Dr. Bernd Pflug are the Editors of this Journal. ■

Organised Volunteering in India

The International Association of Volunteer Effort (IAVE) organised the first Indian National Conference in New Delhi on December 3-5, 1996. The theme of the Conference was "The State of Organised Volunteering in India and its Future". About 50 representatives from non-governmental and voluntary organisations participated.

The Conference discussed the following sub-themes: Voluntary work in India; Training of Volunteers; State of Volunteerism and Role of Training; Volunteering in Rural Areas; and Voluntary Organisations - Some Development Issues.

Shri RN Mahlawat, Chairman, Janta Kalyan Samiti (Haryana) and Treasurer, Indian Adult Education Association presided over the session on training of volunteers. He said there was great need to start specific training programmes for the volunteers of the NGOs. The specific programmes, he said, would be on educational management, rural development, environmental awareness, health and nutrition, child care and family support. The training programmes should be followed by orientation programmes from time to time, he stressed. ■

Mohanty in Angul now

Prof. BB Mohanty after retirement from Indian Institute of Mass Communication, Dhenkanal as Resident Director has now settled at Angul, Orissa.

His new address is : **Bajirout Chhatravas, P.O. Box 35, Angul - 759122, Orissa, India.** ■

SRC, Jamia Millia Islamia

The State Resource Centre, Jamia Millia Islamia, New Delhi organised the following activities in the recent past:

Books on Consumer Education

It produced seven books on Consumer Education for the Ministry of Civil Supply and Consumer Affairs. These books are:

1. Nai Sari (Level I) (Rights of consumer to seek redressal against unfair trade practices)
2. Thandi Dawa (Level I) (Responsibilities of consumers to become alert and well informed)
3. Lau Say Lau (Level II) (to generate awareness about the rights to consumer education)
4. Khara Paisa Khara Dhan (Level II) (consumer rights as user to services)
5. Awaz Uthaiye (Level II) (joint action to fight exploitation)
6. Saho Mat Kaho (Level III) (Rights & Duties of Consumers)
7. Thagia Mat Thagaye Mat (Level III) (Certain techniques to check adulteration in food products)

Training

It organised four training programmes for Associate/Area Coordinators of Delhi Sarv Shiksha Abhiyan Samiti (DSSAS). 55 persons attended.

For Post-Literacy and Continuing Education it provided three day training to Associate/Area Coordinators.

Workshop on Post Literacy and Continuing Education

It organised a three day workshop on post-literacy and continuing education on December 16-18, 1996. The aim was to workout various strategies for Post-Literacy and Continuing Education for Delhi Sarv Shiksha Abhiyan. 27 Associate/Area Coordinators/key Resource Persons of EFA, Delhi participated.

Best Institutional Support Award

The DSSAS awarded the Best Institutional Support Award of Distinction to SRC for its institutional support to EFA, Delhi. Shri PK Dave, then Lt. Governor, Delhi presented the award during the State Level Saksharta Mela on December 14, 1996. ■

Camp on National Integration

Kulathupuzha Adivasee Sakshartha, District Kollam Project, Kerala of the Kollam Jillah Adivasee Sakshartha Samiti organised a camp on national integration on December 22-28, 1996 in which 325 youth leaders representing youth clubs from U.P., Orissa, Bihar, Karnataka, Tamil Nadu, Pondicherry, Maharashtra, Jammu & Kashmir and Kerala participated.

The camp was located at the Forest Training Institute in Kulathupuzha Panchayat, Dist. Kollam. It was inaugurated by Shri Sabir Abraham, Gram Panchayat President. Shri SP Hariharan Unnithan, Sakshartha Coordinator, Shri KC Mathew,

Director, International Centre for Studies and Development spoke on the occasion.

Sri Kodikkunil Suresh, M.P., Shri CA Karim, Deputy Speaker, Kerala, Shri PS Supal, MLA, Shri PJ Thomas, IAS Chief Electoral Officer, Kerala, Dr. V Reghu, Assistant Director, Centre for Adult Education, Kerala University and others addressed the participants. Various topics on national integration, literacy, youth and development aids etc. were discussed.

Cultural programmes were presented by representatives from various states. ■

Seminar on Adult Education and National Integration

The Bombay Council of Adult Education and Social Development organised recently a Seminar on Adult Education and National Integration. Shri Suresh Prabhu, MP and former Union Minister of Industries presided over the Seminar.

The key-note address was delivered by Shri Arvind Deshpande, Hony. Secretary, Leslie Sawhny Programme of Training for Democracy. In his address, Shri Deshpande stressed that adult education should not only deal with literacy but teach an individual to maintain one's integrity against internal and external pressures.

Shri Prabhu in his remarks said broader perspectives should be developed in individual to achieve the goals of national integration.

Dr.(Mrs) SN Gayatonde presented the working paper. Others who spoke on the occasion were Prof. S Bapat, Dr. Kandekar, Dr. JM Gadekar and Dr. Padgaonkar.

55 participants representing universities, colleges, schools and voluntary agencies attended. ■



DOCUMENTS

Saxena, A.K. **Training Evaluation for Results**. Jaipur, Rawat Publications, 1997, p 151. Rs.300.

The document is a research study on the role of evaluation of training in designing training programmes in institutions of Government, Private, Public and Bank Sectors in Andhra Pradesh. It examines existing training evaluation system and practices in the training institutions/HRD centres of various organizations. It analyses the responses of top management, heads of training institutions and HRD Centres on the scope, usability and short and long range plans for improvement of evaluation practices.

It also analyzes the responses of trainees on the use of training evaluation practices and it suggests a broad-based evaluation scheme for designing, conducting and evaluating training programmes effectively.

Sahoo, P.K. **Open Learning System**. New Delhi, Uppal Publishing House, 1994. p 316, Rs.375.

This book is an outcome of conceptual analysis of current literatures and research studies on Open Learning and Distance Education with special reference to Indian Education System.

Conceptual analysis of developments in the field of open learning aims at clarification of doubts of scholars on different issues concerning open learning, distance education and formal education.

Presentation on the emergence of distance education in India and abroad gives a detailed picture of this system especially in third world countries. Open learning can be integrated with formal education. Strategies for such integration have been presented with special reference to India. It suggests means for promoting integration activity in traditional system and distance education system.

Use of several media, such as print, mechanical and electronic in open learning system have been highlighted. The chapter on open learning material gives framework of designing and development of open learning materials.

Sinha, R.P. Ed. **Inequality in Indian Education**. New Delhi, Vikas Publishing Houses, 1997. p212, Rs.295.

This volume is a collection of papers which were deliberated in the symposium "Inequality in Educational Opportunity in the Context of Development : The third World Scenario" at World Anthropological Congress, Yugoslavia. It is divided into three parts : (i) Educational Inequality and the State, (ii) Social Stratification and Educational Inequality, and (iii) Education Inequality and Institutional Rearrangements.

Sharma, S.R. **Reflections on Continuing and Non-Formal Education**. Jaipur, Pointer Publishers, 1997. p 224, Rs.400.

This book tries to clarify the concepts and practices of non-formal education. The contents include,

conceptual framework of Non-formal Education, The aims of Continuing Education, Profession and Continuing Education, Priorities and Practices in Continuing Education, Education for Human Resource Development, Teaching and Learning Approaches, The Adult Learners and Non-formal Education, Life-Long Education and Traditions, Public Policy for Continuing Education, Role of Institutions, etc.

Unesco. **Regional Workshop for Conduct of Skill-based Literacy Programme for Women**, Feb 4-6, 1991, Trivandrum, India. Unesco, Principal Regional Office for Asia and the Pacific, 1991, p 215.

The document is a draft report and an outcome of the regional workshop for the conduct of skill-based Literacy Programme for Women, conducted by the Unesco Principal Regional Office in Asia and Pacific in Trivandrum.

It is the first in a series of two reports consisting of six chapters. This report covers the background and procedures of the workshop and a brief summary of its outcomes in chapter one. Chapter two, three, four and five present summaries, technical inputs of the workshop. These chapters discuss gender issues in education and development, systematic planning and development of curricular units for skill-based literacy programme for women. The document also gives the curricular units developed by participants.

Usher, Robin, Bryant Ian and Johnston, Rennie. **Adult Education and the Post Modern Challenge : Learning Beyond the Limits.** London, Routledge, 1997. p 248 \$14.99.

The document analyses some of the key features of modernity and post modernity, with a particular emphasis on the nature of knowledge in the post modern and relationship of knowledge as efficacy to consumption and consumer culture. It also focuses on citizenship and its relationship with adult education. The final three chapters deal with research, focusing on a critical macro-analysis of mainstream paradigms, a review of alternative approaches, and a micro analysis of the role of socially-located self in the research process.

Rahi, A.L. Ed. **Adult Education Policies and Programmes.** Ambala Cantt. The Associated Publishers, 1996. 426 p. Rs.680.

The eight chapters in the book are on Chronology of Adult Education - India's Perspective, Adult Education in the third World Countries, Andragogy Part-I, Andragogy Part-II, Adult Education - Policies and Programmes, Approaches to Literacy, Adult Education and Development, Extension in Higher Education, and Monitoring, Evaluation and Management of Adult Education.

Krishna Reddy, M.M. **In Introduction to Demographic Behaviour in India.** New Delhi, Kanishka Publisher, 1996, p 180, Rs.300.

The study is divided into thirteen chapters. The first chapter is about the population problem in India and the demographic behaviour of the Indian people in understanding the demographic transition. The second chapter reveals certain practical problems faced by a researcher in undertaking the social research particularly in socio-economic conditions prevailing in India.

The third chapter deals with the world population situations and its effects on the socio-economic development. The fourth chapter involves on the determinants of population growth in India. It also concentrates more on the changes that are experienced in fertility, mortality and migration pattern in the country.

The fifth chapter deals on the prevailing sex ratio in the different parts of the country as well as in India as a whole. It highlights the different reasons for the steady decline of sex-ratio in India from the beginning of the present century.

The sixth chapter is on the regional demographic variations in the country.

The seventh chapter underlines the role of literacy in general and female literacy in particular for achieving significant reduction in the population of the country.

The eighth chapter which dwells on health transition in India explains the health status of the Indian people before and after the independence.

The ninth chapter is involved in the implementation of family welfare programme in India with special reference to incentives.

The tenth chapter deals with the effect of social and cultural changes brought by the process of modernisation in accelerating the process of fertility decline in India.

The eleventh chapter emphasizes the socio-economic development as a best contraceptive in the Indian situation. This chapter is based on the field data collected from the Chittoor district of Andhra Pradesh.

The twelfth chapter dwells on the need for tribal demographic knowledge. The last chapter is on the plight of precarious educational standards at university level in India.

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Central Zone Conference

Commitment of Society Essential for Wiping Out Illiteracy

Shri BL Patidar, Deputy Speaker, Madhya Pradesh Legislative Assembly said in Mhow (Dist. Indore) on March 08, 1997 that commitment of society was necessary to wipe out illiteracy from the country. If society comes forward for a cause, political support would also be available. He said that if all educated people undertake literacy work, it could be eradicated in a very short time.

Shri Patidar was delivering the inaugural address of the Central Zone Conference on Adult Education organised by the Indian Adult Education Association in collaboration with Asha Kala Kendra, Mhow.

Shri Patidar said that literacy is an entry to the world of knowledge and development and should not stop only at that point. He said illiteracy eradication programme should be accelerated so that it is wiped out within the next three years. India in no case should enter 21st century with illiterate people, he stressed. He

also emphasised the need to provide free and compulsory education for the children in the age-group 9-14.

Shri BS Garg, President, IAEA in his address emphasised the need to involve voluntary organisations in the literacy programme. He said that these organisations could effectively motivate the non-literates and the

volunteers. Shri Garg said that to get desired results the religious organisations and elderly people should be actively involved in the programme. He said that in some Asian countries compulsions have been introduced to make people literate. We should also think of some compulsions, if people were not coming forward on their own, he opined.

Shri Bhai Bhagwan, Vice-President, IAEA and Zonal Chairman



Shri B.L. Patidar, Deputy Speaker, Madhya Pradesh Legislative Assembly delivering the inaugural address

in his address said that adult education should enable the people to become good citizens. He said people themselves will have to come forward to demand literacy as politicians in many places might not be interested in the programme. The adult education programme, he said, should develop nationalism in the people.

Shri KC Choudhary, General Secretary, IAEA in his introductory remarks said that education of migrant labour, tribals should be given priority in the literacy programme in the central zone. He said that the main aim of literacy education should be to bring neo-literates in the national mainstream.

Earlier, Shri SC Khandelwal, General Secretary, Asha Kala Kendra welcomed the chief guest and the participants.

Dube Honoured

Shri SD Dubey, Secretary, Indore Adult Education Association was honoured for his life time contribution to adult education during the inaugural function of the

conference. Shri Debe born in 1908 has devoted his entire life to the promotion of adult education. He has worked closely with Dr. Frank Labauch and Dr. HB Richardson in the late 30's.

Shri AL Bhargava, Associate Secretary, IAEA and Secretary, Central Zone proposed a vote of thanks.

Plenary Session

In the plenary session, Shri NC Pant, Joint Secretary, IAEA presented

that active participation of women organisations was essential for giving a boost to the programme of literacy education for women.

Discussion

In the discussion after the presentation of working paper the following suggestions were made:

- a) rewards and awards should be given to the volunteers
- b) the training of volunteers should be strengthened

c) The approach of each one teach one or two should be stressed as the organisation of a centre for 10 non-literates by a volunteer is a difficult task

d) Panchayat should be given responsibility to achieve time bound literacy in the area

e) Campaigns should be of short duration and single focused.

Group Discussion

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



Shri S.D. Dube, Secretary, Indore Adult Education Association being honoured for his life time contribution to adult education during the inaugural function of the Zonal Conference

the Working Paper. In his paper he emphasised the need to involve Panchayati Raj and Cooperative Institutions in promotion of literacy and continuing education.

Stressing the need to promote literacy among women, Shri Pant said

a) What should be the strategy to achieve 75% literacy in the central zone?

b) The problems of the economically weaker sections like SC/ST and women and the efforts made to overcome the problems

c) Strategies for Continuing Education

About 100 delegates attended the conference.

Recommendations

After two days of deliberations the zonal conference made the following recommendations:

1. The Central Zone Conference comprising the states of Bihar, Madhya Pradesh, Rajasthan and Uttar Pradesh appreciates the efforts made by NLM to spread literacy through the literacy campaigns in the zone.

2. But it feels that literacy campaigns which were meant for a short period have gone for about eight years. It is the right time to have a fresh look at the campaign approach so that the goal of total literacy is achieved by the end of the century.

3. The Conference feels that training of functionaries is quite weak in the campaign approach particularly of the volunteers. Unless the training is strengthened, the desired results would not be achieved. The daily allowance for the training of volunteers should also be suitably increased.

4. The Conference notes that the approach of imparting literacy through three IPCL Primers has not worked well. At many places the three primers are not completed. It, therefore, feels that there should be only one Primer which should be completed before taking the district to the PL/CE stage.

5. The Conference feels that enrolment of learners per centre is rarely achieved. It therefore recommends that one volunteer should be asked to teach one or two learners only. This will help to get correct picture of learners made literate.

6. The Conference strongly recommends that adequate incentives, rewards, awards must be announced by the NLM at the earliest so that volunteers take active interest in the programme. To get continued support of teachers it is also essential to provide some incentives to them also.

7. It recommends that eradication of illiteracy in a village should be entrusted to the Panchayat. It should be given time-bound programme and should be provided funds and facilities for the purpose.

8. The Conference recommends that the uncertainty regarding continuation of University Departments of Adult and Continuing Education beyond 31st March 1997 should be removed immediately so that continuity in their programme is maintained.

9. Monitoring and concurrent evaluation should be rigorously undertaken for every project so that deficiencies are corrected at the implementation stage.

10. The Conference feels that literacy could be effectively linked with skill development if it is made part of development schemes. This it feels will also inspire the learners to demand literacy.

11. The Conference recommends that Continuing Education Centre must have a permanent place. It feels that the recommendation of Arun Ghosh Committee for adding two rooms to the existing public building should be speedily implemented.

12. It feels that a Continuing Education Centre (CEC) will become a Community Education Centre only when the Prerak is made a full-time person and his/her wages should not be less than the minimum wages prevalent in a state.

13. It recommends that CEC should be established at the start of the project as it will be helpful in motivating the non-literates to join literacy programme.

14. It recommends that literacy programme will get a boost if political parties agree to remove symbol from the ballot paper. It stressed the need to start a dialogue with the political parties in this regard. ■

LEARNING FOR LIFE

In a world of constant change, learning has become more than a luxury. It has become an imperative.

"The inaptitude of traditional educators to respond to the explosion in the demand for adult education has plunged this system of learning into crisis," claims Paolo Federighi, the president of the European Adult Education Association. A crisis so extreme, estimates the Italian, that the structures that traditionally take charge of it - starting with formal education systems - are struggling to understand it, let alone propose possible solutions. According to Federighi, this situation explains the dense and finally incomplete nature of the work undertaken at the Pan-European Conference on Adult Learning held in Barcelona from 12-15 December and attended by more than 200 participants from almost 50 countries.

Dealing with change

Up until the start of the 1970s, adult education offered a sort of "catch-up" session to those who hadn't succeeded in the formal education system but who wanted to go further, or literacy training carried out mainly by NGOs.

The "30 glorious years" (as the French like to call them) of remarkable growth in the industrialized world after World War II are long past. The scientific and technological revolution is in full swing: adult education, in previous times "a luxury" according to the

OECD's Abrar Hasan, has now become an "imperative". To be able to train and retrain in a continually changing context, to learn indeed how to deal with such constant change, would certainly be the ideal way of solving many social and economic woes: giving priority to human resources could prove to be the motor of economic innovation and adaptation, essential for growth and which could go a long way to resolving the plague of unemployment.

Provided it goes far enough. The head of the US government's adult education department, Ronald Pugsley, told the conference, for example, that almost half of American workers are "at risk". Although not illiterate in the strict sense of the term, they don't have the necessary educational base to be trained in those areas where jobs will be opening up in the next 25 years. This gap is also evident in most other industrialized countries. Adult education for these people means going back to basics, not just upgrading skills.

A Political Dimension

Apart from the economic rationale, the issue of adult education also has a political dimension. The former French socialist prime minister, Michel Rocard, told the conference that "between the threat of a world numbed by passive consumption and anaesthetizing conformity, and that of spiralling violence linked to

linguistic, ethnic or religious fundamentalism, it's very clearly democracy that is menaced".

Confronted by the world's growing complexity, the hold of financial, technical-scientific and media powers (leading us from a representative democracy to a "democracy of opinion" in which commentaries, symbols, fashion and the spectacular weigh more than actual facts), we must "reinstate the primacy of reason". This demands "the permanent acquisition of knowledge" to "produce the enlightened human being of the 21st century". Adult education thus also means lifelong education to enable citizens to exercise their "rights and intellectual responsibilities" (one of the five themes of the conference), and is promoted to the rank of "ultimate rampart" from which to combat attacks against democracy.

As if these two missions weren't enough, the participants added a further charge, but this time more concerned with the individual. Given that our personal lives are increasingly invaded by restrictions of all sorts, we must also "learn to be": in other words, learn to contain these restrictions and to manage them better. Secondly, the time spent at work is diminishing - working hours are gradually being shortened and retirement age is falling - and we need to learn how to occupy profitably and pleasurably our free time. And thirdly, as health care costs spiral towards the unaffordable, education in preventive care has taken on new

importance.

However, according to a study carried out by UNESCO's Institute for Education (UIE) in Hamburg (Germany), the number of people who feel the need for further training and have not been able to get it, is estimated at between 20% and 25% of those between 16 and 56 years of age in the six industrialized countries surveyed. And their needs continue to broaden, from those of new immigrants who need to learn the language of their adopted country and find a job, to the executive who undertakes training in the latest management techniques and the young retiree who wants to return to or discover university.

Offer generally responds to demand, but with glaring insufficiencies. According to the study, between 14% and 43% of adults had spent more than six hours in training over the year previous to the survey: that translates to some 75 million adults out of 200 million or 38%. This runs higher than 50% in those countries well advanced in this area, such as those of northern Europe. But "*what is concretely emerging is a dual learning society in all countries*" insist the study's authors.

In one third to half of the cases, individuals or their families paid for this training. The state's contribution amounts only 20%. France, for example, allocates little more than 40 billion francs (\$8 billion) annually to adult education, as against 130 billion (\$26 billion) spent by private

enterprise. In the USA, Pugsley said, the education department has only half a billion dollars each year at its disposal. "The national and local governments work only on the margin," he recognizes. On the other hand, private enterprise spends more than \$200 billion annually, "mainly on upgrading the skills of professionals and managers".

In other words, adult education essentially serves the short-term interests of enterprises, and, in fact, increases the "skills gap", because those who have most access to it already have some qualifications. One participant in Barcelona went so far as to say that such training turned its back on the very goal it set itself.

Hence the emphasis on what Federighi termed the "*contextualization of the offer*": tailor-made adult education programmes, taking into account such factors as people's availability, learning needs, locality and aptitude. But the different possibilities must nonetheless form part of a coherent whole. So the participants fixed their attention on a few key questions, succinctly summed up by Abrar Hasan: why, despite its growth, had adult education remained "*a discreet, structurally and financially weak sector*?" Why has "*the rigidity or inflexibility of the educational establishment never been overcome*" to make the vital connection between initial education and adult education ("*vertical integration*")? Why do we find the same gap between adult education policies and those of the workplace, employment and the social domain

("horizontal integration")? Why is adult education neither education for all nor life-long education?

The Barcelona conference failed to come up with any operational strategies for adult learning that achieved any consensus among the participants. But the question it raised reveal the importance of this issue that now concerns all of us. The rendezvous in Hamburg has become one not to be missed.

Rene LEFORT

Unesco Sources, January 1997

Child Labour Survey in Surat: A Report

The Shramik Vidyapeeth, Kanjibhai Desai Samaj Shikshan Bhavan Trust, Surat in collaboration with National Child Labour Project conducted survey of child labour in three localities in Surat namely Varachha Road, A.K. Road and Katargam-Ved.

A survey of 10000 families was conducted. It was found that children of 2224 families were working in textile and diamond industries and their number was 4934. The income per family child labour per month was Rs.532.39 which was 30 per cent of the family income.

It was found that most of the children have left study after class III. The main reasons for their working were:

1. Low family income
2. Weak in studies
3. Friends lure them to work
4. Need money for personal use

It was found that most of the children were keen to study if opportunities are provided to them. But they preferred evening classes.

Further information: Director, Shramik Vidyapeeth, Kanjibhai Desai Samaj Shikshan Bhavan Trust, Opp. Museum, Chowk, Surat - 395 003. ■

Panel Proposes Education Cess

State governments should consider levying an education cess so as to raise revenues and augment their resources for education and improving facilities in schools. This is reported to have been suggested by a high-level committee of state education ministers.

This recommendation came in the light of the committee's estimate that an additional Rs.40,000 crores would be required to implement the proposal to amend the Constitution as to make free and compulsory elementary education a fundamental right.

The committee, headed by minister of state for human resource development, Mr. Muhi Ram Saikia, presented its report to the government in New Delhi recently.

The committee comprising education ministers from 13 states also suggested that an explicit provision be made in the Constitution to make it a fundamental duty of every citizen who is aparent to provide opportunities for education of all children upto 14 years.

The committee was constituted by the human resource development ministry to examine and consider the legal, academic, administrative and financial implications of the proposal to amend the Constitution to make the right to free and compulsory elementary education a fundamental right.

Since education was a state subject, the report said there was no need to enact a central legislation making elementary education compulsory. Instead states should either amend their existing legislation or else the centre should issue guidelines providing a broad framework for enactment of fresh legislation on compulsory elementary education. ■

Nikhil Koithara Award

Shri B Sanjeeva Rayudu, Executive Secretary, P.S.S. Educational Development Society, Erragudu Kurnool, A.P. has been awarded 1996 Nikhil Koithara Award for poverty reduction, Literacy, Primary Health, Environment and Rural Development by Vishwa Yuvak Kendra (International Youth Centre).

He has been associated in Total Literacy Campaign since 1990. He has organised Kala Jathas and has trained master trainers and the voluntary instructors. ■

Nominated

Shri BN Kamble, Member, Executive Committee, Indian Adult Education Association has been nominated as a Member of the Committee on "Case Studies" of the Indian Institute of Public Administration, New Delhi. ■

Training in Technologies for Information Handling

A five-day National Training Course on Modern Technologies for Information Handling was recently held at the All India Institute of Medical Sciences, New Delhi. The main focus of the training was on the automation of libraries, On-Line searching, CD-ROM and CD-Networking, E-Mail services, Bar-Code Technology, Multimedia Library Networking, Electronic publishing and Internet, etc.

The topics debated in the programme included (i) On-Line Services; (ii) CD-ROM and CD-Networking; (iii) Library Networking; (iv) E-Mail Services; (v) Bar-Code Technology; and (vi) database in CD-ROM. The trainees also participated in the seminar on computer, media and communication technologies as applicable to the library.

The training programme was attended by about fifty participants consisting of Librarians, Information Science Specialists, Documentalists, R&D Scientists, teachers in Library Science, health scientists and computer professionals from all over the country.

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DOCUMENTS

Arya, Subhash C. **Infant and Child Care**. New Delhi, Vikas Publishing House Pvt. Ltd., 1996, p 300, Rs.85.

This book is primarily meant for the parents in India and South Asia, whose problems, socio-cultural practices and needs are much different than those of the western countries. It deals with all aspects of physical, mental and emotional development of the children.

Hubley, John, Choudhry, Shankar and Chandramouli, V. **The Aids Handbook : A Guide to the Understanding of AIDS and HIV**. Bombay, Popular Prakashan, 1995, p 140, Rs.50.

It deals with topics ranging from biology of the HIV virus, symptoms and transmission of AIDS to prevent, counselling service for HIV infected persons and an action plan for AIDS education.

Muley, D.S., Yadav, S.B. and Jain, D.P. **Population Education Research in India 1981-90 : Inventory and Analysis**. New Delhi, National Population Education Unit, Department of Education in Social Sciences and Humanities, National Council of Educational Research and Training, 1993, p 166.

A study of the impact of modernity on fertility has found that the total marital fertility rate of modern couples, both in rural and urban areas, was much lower than that of traditional couples or when either of the spouse was modern. The study

divided the couples into three categories - (i) modern (ii) either of the spouse modern (iii) traditional. Modernity scores were than related to fertility levels.

Sandhu, Jasmeet. **Sociology of Fertility**. Jaipur, Rawat Publications, 1996, p 175.

The main objectives of the study were:

- (i) To study the fertility variation among currently married women in the age group of 15-44 years.
- (ii) To study the interrelationship amongst the variables affecting fertility.
- (iii) To assess the relative importance of determinants of fertility.
- (iv) To draw policy implications and suggest measures for further reduction in fertility.

It concludes that traditional values like son preference, two son family norms, old age security value of children and values concerning lower age at marriage for girls continue to be important. Social provisions like educational and health and family welfare services do not reach the poor and scheduled caste groups although they have benefitted more from the economic development.

Satia, Jay and others Ed. **Managing a New Generation of Population Programmes : Challenges of the Nineties : Report from ICOMP 13th International Seminar**, Nanjing, China, 3-7 May 1993. Kuala Lumpur, International Council on Management of Population Programmes, 1994, p 207.

This is the report of the (13th in the series) international seminar, organized by ICOMP, for top managers to sensitize them and share knowledge and experiences on the latest development in the field of population programme management. This Nanjing seminar reports, and discusses three specific themes: Improving the policy environment of NGO functioning in population and family planning programmes; Managing gender sensitive programmes; and Management perspectives on manpower development in health and family programmes.

Shukla, P.K. **Nutritional Problems of India**. New Delhi, Prentice Hall of India, 1982, p 272, Rs.29.

The book is divided into two parts. Part I describes magnitude of the nutritional problems, identification of the vulnerables and elucidation of the impact on them and on the nation as a whole, and discussion of various biological and socio-economic factors that precipitate and perpetuate them. Part II deals with the individual nutritional disorders in the Indian context and covers in detail the clinical, biochemical, pathological and epidemiological aspects relevant from the preventive angle.

Shah, K.S. **Population Explosion : A Different View**. Jaipur, Sublime Publications, 1995, p 160, Rs.300.

The age at marriage of female and family welfare; factors influencing Sema-natal Mortality;

family planning; planning for a healthy baby; The distribution of number of births; estimating of parameters of continuous distribution of time between marriage and first conception; factors influencing foetal wastage; ideal number of children; son by choice; proper spacing of children for health; healthy youth our best assets; population education and the education of female and family welfare are the topics discussed in this book.

Unesco, Regional Office for Education in Asia and the Pacific. **Curriculum Development in Population Education**, Bangkok, Regional Office for Education in Asia and the Pacific 1985, p 112.

The study has been grouped into six parts. Part one to three present a general discussion on the theoretical considerations regarding curriculum development, some publications include some short descriptions of national experiences as illustrations. Part four and five highlight the efforts of specific countries in the region in developing their population education curriculum materials, some publications also carry some short general discussion on the theory and process of curriculum development.

Viet Nam. National Committee for Population and Family Planning. **Family Happiness : MCH/FP manual for rural households**. Hanoi, Viet Nam, National Committee for Population and Educational Planning 1994, p 24.

This booklet contains contributions of population, health,

communication experts. It aims at making every couple, household and citizen understand why family planning should be practiced and how to succeed in planning their family.

It is divided into four parts:

Part I Population and the Impact of Rapid Population Growth; Part II Family Planning and Contraceptive Methods; Part III Mother and Child Care; and Part IV Aids.

Medel - Anonuevo, Carolyn Ed. **Women, Education and Empowerment : Pathways towards Autonomy**. Hamburg, Unesco Institute for Education (UIE), 1995, p 68.

The document is a report of International Seminar held at UIE, Hamburg recently to examine the different education practices and their theoretical implications for empowering women. It presents a definition of and a conceptual framework for understanding women's empowerment; and an indicative list of indicators and processes or mechanisms of empowerment; and initial proposals/recommendations for future action, focusing on effective procedures and mechanisms of empowerment.

The following indicators of empowerment were identified by the Seminar:

At the level of the individual women and her household:

- 1) participation in crucial decision-making process;
- 2) extent of sharing of domestic work by men;
- 3) extent to which a women takes control of her reproductive functions and decides on family size;
- 4) extent to which a women is able to decide where the income she has earned will be channelled to;
- 5) feeling and expression of pride and value in her work;
- 6) self-confidence and self-esteem; and
- 7) ability to prevent violence.

At the community and/or organizational level:

- 1) existence of women's organizations;
- 2) allocation of funds to women and women's projects;
- 3) increased number of women leaders at village, district, provincial and national levels;
- 4) involvement of women in the design, development and application of technology;
- 5) participation in community programmes, productive enterprises, politics and arts;
- 6) involvement of women in non-traditional tasks;
- 7) increased training programmes for women; and
- 8) exercising her legal rights when necessary.

At the national level:

- 1) awareness of her social and political rights;
- 2) integration of women in the general national development plan;
- 3) existence of women's networks and publications;
- 4) extent to which women are officially visible and recognized; and
- 5) the degree to which the media take lead of women's issues.