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ADULT EDUCATION  
ASSOCIATION  
NEW DELHI



## NEWSLETTER

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No. 1 - 2

### Recommendations for Nehru and Tagore Literacy Awards Invited

The Indian Adult Education Association (IAEA) has invited recommendations for 1997 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 instituted in 1968 recognises 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 will be selected from panel of names recommended by NLMA, DAE, NIEPA, NCERT, SC, TLC/PL/CE Districts, State Education Departments, State

Resource Centres, Universities, Members of IAEA 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.

The individual or institution recommended for the Award must have already put up at least five years

of continuous work in the field of adult and continuing education.

28 individuals and two institutions have received the Nehru Literacy Award upto now. The institutions which have received the Award are Karnataka State Adult Education Council (1970) and Bombay City Social Education Committee (1983).

Ten women adult educators have been honoured with Tagore Literacy Award since 1987.

Each award carries a plaque, a shawl, a citation and Rs.11,000/- in cash.

The last date for receipt of recommendations on prescribed proforma (separately for Nehru and Tagore Awards) is **July 15, 1997**. (Forms for making recommendations are available in this Newsletter).

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

# ASPBAE GENERAL ASSEMBLY

## *Darwin Declaration*

*The Asian South Pacific Bureau of Adult Education (ASPBAE) organised its Second General Assembly in Darwin, Australia on December 1 to 8, 1996. Representatives from thirty countries came together to reflect critically on adult education in the region and to plan for the future.*

*After a week long deliberations a Declaration was adopted. Excerpts from the Declaration are given below:*

1. ASPBAE seeks to build a global order which empowers people, promotes sustainable development and peace, and is committed to the transformative function of adult education, especially to promote the learning and interests of disadvantaged and vulnerable groups.

2. ASPBAE works to develop and promote a form of adult learning which addresses the historical, socio-economic, cultural and political factors which have acted to deprive large sections of society of access to education. In so doing, ASPBAE strives to build partnerships with all those movements that share similar values and objectives.

3. ASPBAE supports the endeavours of its members to promote self-esteem, self-confidence, and a belief in their capacity to do the following in the communities with whom they work:

- to strengthen the creation and transmission of values

- to build a critical consciousness, analytic ability and problem solving skills

- to formulate a "peoples' vision" for the future

- to enable people to question, re-examine, and analyse those aspects of 'tradition' and 'culture' which have led to unequal power relationships, and to arrive at interpretations of 'tradition' and 'culture', which would strengthen and empower the community, and serve their interests.

4. ASPBAE expresses its serious concern with regard to Globalisation - the process in which corporations and other private institutions extend their influence and power - which pervades our everyday lives. We question its fundamental values, assumptions and institutions.

5. Globalisation tends to concentrate economic power and information in the hands of a few, disempowering in particular workers, indigenous people and women. It weakens the Trade Union Movement, increases unemployment, lower wages, thus contributing to a widening gap between the haves and the have nots.

6. We will use the tool of adult education to challenge the domination of global corporations, and the political and economic elite whose policies and practices threaten to consume our lives and lead to more exclusion, oppression, social disintegration and

environmental degradation.

7. We will seek to understand and help change this process so that all people may benefit from it and learn the knowledge, skills and values which will assist in building institutions appropriate for a twenty first century social order.

8. ASPBAE reaffirms its commitment to an empowering and transformative education for women in keeping with the resolutions and Declarations of the Cairo, Copenhagen and Beijing World Conferences.

9. We call upon all Governments to ratify CEDAW (Convention on the Elimination of Discrimination Against Women).

10. We further call upon UN Bodies, Multi and bi-lateral agencies and Donors to provide adequate resources and other mechanisms necessary to meet the objectives of building a world where equity and justice are guaranteed to women and the girl child.

11. ASPBAE asserts that environmental education is a life-long learning process, recognising that ecological problems should be seen and addressed within a socio-economic and cultural context.

12. Thus, ASPBAE commits itself to upholding the principles and practices identified in the Treaty on Environmental Education for Sustainable Societies and Global Responsibility adopted at the 'Earth Summit' in Rio in 1992.

13. ASPBAE reaffirms its belief that Literacy is a Human Right.

14. We recognise that countries of our region contain two-thirds of the world's illiterate population and millions of out of school children.

15. We therefore resolve that: we will pursue the goals established in 1990 by the World Conference on Education for All, to meet the basic learning needs of all our people, especially those of women and girls who suffer most from lack of access to education, and achieve a fully literate society.

16. We strongly urge Governments, United Nations bodies and all other financial and donor institutions to give utmost priority to achieving these goals within a specific time frame.

17. Illiteracy takes on a different dimension in the period of rapid technological change. Many who have been denied access to the new information technologies have been rendered illiterate and face the continuing threat of unemployment and underemployment especially in the highly computerised societies of the Asia-Pacific.

We are committed to ensuring wide-scale access of people and communities to the new information systems and will combat attempts by which information access and control are used to sustain existing unequal power interests.

18. The economic disparities in the region have led to the massive migration of workers, within and between countries. This necessitates

the immediate attention of both governments and non-government organizations for the protection of their human rights. ASPBAE will promote education for migrant workers (including illegal migrants) and immigrants, and advocate with governments in sender and receiver countries to ensure the protection of their rights and the promotion of their well-being.

19. Adult Education has the potential for being a powerful tool in the empowerment of peoples and the transformation of societies. It is our task and challenge to wield this tool effectively and responsibly. ■

### **Impact of TLC on Enrolment of Children**

#### *Findings of a Research Study*

A study of Impact of TLC on Enrolment of Children in Primary Schools was conducted by SRC, Indore, Madhya Pradesh. The major findings are given below:

- 63% of the Head Masters opined that literacy campaign helps a lot in changing the mentality of villagers in children's education, gender equality, women empowerment, environment, population and pollution etc. Volunteers of literacy campaign works as catalysts to enrol children under the "project school challo abhiyan".

- 34% of the parents felt that educational messages like how literate and illiterates could be involved and for sending the children to schools were given through campaign and highlighted the importance of education in every section of life.

- From the secondary data collected from schools records, it was found that the enrolment of children has increased in the year 1995-96 compared to the year 1988-89 and 1989-90 in all the three districts covered under the study. Similarly the drop-out rate of students decreased in the year 1995-96 as compared to the year 1988-89. However, for the causes of high enrolment in primary schools, 39% of Head Masters responded that parents were giving more attention to their children's education these days. They send them regularly and also inquire about their progress in schools. 21% of the Head Masters opined that mid-day meal scheme also raises the enrolment in schools. Another 21% of the Head Masters expressed that teachers activeness plays a key role in high enrolment. In addition, school environment, recreational facilities etc., also promote enrolment to certain extent.

-R. Rajan

#### **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**

## Status of Women in South Asia

The current economic and social status of women in South Asia is cause for deep concern says the Human Development Report for South Asia brought out by Mr. Mahbub-ul Haq, President of the Human Development Centre in Islamabad, Pakistan.

The report reveals that "The South Asia Region has tremendous development potential" and seeks to persuade policy makers and civil society to correct the situation.

The report mentions that only a third of adult women in the SAARC region have received some education and only half of the female population gets enrolled in primary, secondary or tertiary levels. On an average they spend only 14 months in schools.

The health status of these women is insecure. Married women are burdened with unwanted pregnancies since only 39 per cent of the married couples use any form of contraception. Economic opportunities are fairly limited for women - only 36 per cent are economically active as compared to 50 per cent in the developing world.

Women earn only a fifth of the total income of the region. Only three per cent of them are administrators and managers in the SAARC region, a ratio which is lower than the 10 per cent for sub Saharan Africa, 13 per cent for the Arab States and 27 per cent for industrialised countries.

Despite so many women becoming heads of Government, there is political marginalisation of the majority of women. In the SAARC region only seven per cent of the parliamentary seats are occupied by women, compared to an average of 11 per cent in the developing world and 36 per cent in the Scandinavian countries.

In Pakistan it is only 1.6 per cent. At the Cabinet level, South Asian women's representation is only 6.8 per cent and a mere 4.7 per cent in the senior levels of Government.

South Asia is fast emerging as the poorest, the most illiterate, the most malnourished, the least gender-sensitive and indeed the most deprived region in the world. Yet it continues to make more investment in arms than in education and health of its people.

South Asia is the only region where military spending (as a proportion of GNP) has gone up since 1987. It has declined substantially in all other parts of world after the end of the cold war. Reflecting on the human cost of arms purchase, Dr. Haq points out that a Mirage costs \$90 million but on that amount it would be possible to extend primary education to three million children (\$30 per year per child).

The per capita GNP of South Asia (\$309 in 1993) is lower than any other region in the world. According to the World Bank over 500 million survive below the poverty line, where even their basic human needs are not met.

While South Asia contains per cent of the world's population produces only 1.3 per cent of world's income. Nearly 40 per cent of the world's poor live in South Asia.

The extent of human deprivation in South Asia is colossal. Over 4 million people go hungry every day. 260 million have no access to elementary health facilities; 337 million have no access to safe drinking water and 830 million have no access to sanitation facilities.

There are many lessons that South Asia can learn from the experience of East Asia. The Asian regions started at roughly the same nominal per capita income three decades ago. ■

### Ph.Ds. in Adult Education

● Sujata Rath, Teacher Education, DIET, Khurda, Orissa has been awarded Ph.D. Degree in Education by Utkal University, Bhubaneswar.

The subject of her thesis is "Study of the Educational Status of the Prisoners in the State of Orissa and Adult Education of Them".

● M.K. Varma, Lecturer, Department of Education, Swami Sukdewanand P.G. College, Shahjahanpur, U.P. has been awarded Ph.D. by Banaras Hindu University for his thesis titled "Adult Education in Developing Countries - A Comparative Analysis".

Both are Life Members of IAEA. ■

# INDIAN ADULT EDUCATION ASSOCIATION

17-B, Indraprastha Estate, New Delhi - 110 002

Recommendation for

## NEHRU LITERACY AWARD

(where space is insufficient, kindly use separate sheet)

YEAR \_\_\_\_\_

1. Name and address of the Member/Department/Organisation making recommendation

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2. Name of the worker or institution recommended for the Award

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3. Designation of worker (if recommended)

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4. The nature of work, the recommendee has been doing in the following field:

- a) Literacy work among Non-literates \_\_\_\_\_
- b) Post-Literacy work for Neo-Literates \_\_\_\_\_
- c) Continuing Education work \_\_\_\_\_
- d) Organisational work \_\_\_\_\_
- e) New Teaching Devices and Improved Teaching Material Introduced \_\_\_\_\_

5. The nature and description of the outstanding work done by the recommendee

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( This description should please be put in separately under the category mentioned under '4' above. It should show the percentage of results, the number made literate, methods used for motivating the volunteers and adults to participate in adult education programme, the ability of the worker to understand and handle difficulties involved in the programme and new initiatives undertaken which can be considered as model for replication.)

6. The length of period, the recommendee has (a) already spent in the field of adult literacy and (b) the period for which the recommendee is likely to continue the work.

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7. Any additional information

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Date \_\_\_\_\_

Signature of the Recommending Authority

# INDIAN ADULT EDUCATION ASSOCIATION

17-B, Indraprastha Estate, New Delhi - 110 002

Recommendation for

## TAGORE LITERACY AWARD

(where space is insufficient, kindly use separate sheet)

YEAR \_\_\_\_\_

1. Name and address of the Member/Department/Organisation making recommendation

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2. Name of the worker or institution recommended for the Award

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3. Designation of worker (if recommended)

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4. The nature of work, the recommendee has been doing in the following field:

- a) Literacy work among Non-Literates \_\_\_\_\_  
b) Post-Literacy work for Neo-Literates \_\_\_\_\_  
c) Continuing Education work \_\_\_\_\_  
d) Organisational work \_\_\_\_\_  
e) New Teaching Devices and Improved Teaching Material Introduced \_\_\_\_\_  
f) Awareness creation among Women and Improving  
their Social and Economic status \_\_\_\_\_

5. The nature and description of the outstanding work done by the recommendee

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## Elementary Education - First and Foremost

There is a sense of *deja vu* about Union Minister for Human Resource Development S.R. Bommai's assurance made on the floor of the Lok Sabha on Monday that primary education will be made a fundamental right. Haven't similar sentiments been voiced before? In 1944, we had the Post-war Plan of Educational Development recommending a system of universal, compulsory and free education for all children between the ages of six and 14. In 1950, under the Directive Principles of the Constitution, the State promised that it will "endeavour to provide, within a period of ten years...for free and compulsory education for all children until they complete the age of 14". The National Policy on Education documents periodically parrot the resolve. The Supreme Court has, time and again, voiced this principle. A new government came along in 1996 and proposed to allocate 6 per cent of the GDP for education. If using the right words to convey the right sentiments is any criterion, this country can claim to be truly educated.

Of course, primary education is priceless. No cost is too high to ensure that future generations of Indians can read, write and thus negotiate their way to a better life. The multiplier effects of ensured basic education are well known. Studies have shown that as little as four years of primary education has

resulted in an 8 per cent increase in agricultural productivity. Again, it was those crucial years in the classroom that brought about the East Asian miracle. In China, only 3 per cent of adolescent boys and 8 per cent of adolescent girls did not attend school in 1990. In contrast, about 26 per cent of boys and 48 per cent of girls in India were illiterate in 1987-88. The writing on the blackboard is clear: no industrialised nation in the world today has a literacy level less than 80 per cent.

However, making primary education into a fundamental right, rather than a directive principle, will change nothing *per se*. Mr. Bommai says that the State would need Rs.40,000 crore to achieve full literacy. But even if he had this sum, there is no guarantee that the problem would go away. Nothing, in fact, would make a difference if the educational policy remains as unfocused and as unrelated to the basic needs of the people as it is today. Most of the developed nations of the world have adopted a well-calibrated approach to education, striking an important balance between public expenditure on basic and higher education. Free, high-quality primary education was complemented by a largely self-financed higher education system. In India, while a lot of money is spent on education, it still does not reach the intended beneficiaries. As a result, some expensive training and skills are being imparted to a small section of young people, mostly from

the upper and middle classes at subsidised rates, while large numbers continue being denied a glimpse of the innards of a classroom. It is a skewed, inefficient approach which, in turn, gives birth to a skewed social order. If India needs a mantra in its 50th year of independence, it is this: Elementary education first and foremost!

- Indian Express Editorial  
May 07, 1997

### Incentives for teachers under EFA programme

The Delhi Government has announced that from this academic year onwards, only those teachers will be recommended for State or national awards who have volunteered for the Government's "Education for All (EFA)" programme.

This announcement forms a part of a list of incentives which have been announced by the Government for EFA volunteers. Teachers will now get a month's earned leave if they work during the vacation and educate the illiterates.

The only condition? The awards and other incentives will be given only after the evaluation of the learners as per National Literacy Mission norms.

A Press statement issued by the Government says: "For State and national awards, only those teachers, principals, etc. who worked in the EFA programme would be considered from the year 1997-98 onwards: Those who do not have a certificate to that effect will not be considered for the future awards, perhaps for the next five years."

In addition, the statement said that "this year and the coming three years, relaxation may be given to those who are found fit to receive the award even if they have not put in 20 years of service but have worked for EFA." ■

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## Women and Girls in Pakistan

The South Asia Regional Bureau of the International Planned Parenthood Federation has recently brought out the first issue of its twice yearly publication *Real Lives*. The *Real Lives* will centre around on sexual and reproductive health and family planning in South Asian Region. The first issue focuses on the needs, problems and aspiration of girls and women in South Asia.

The write-up on *Women and Girls in Pakistan* is reproduced below. The subsequent issues of the Newsletter will cover the needs, problems and aspirations of women and girls in other South Asian Countries.

Pakistan is the seventh most populous country in the world, with a current population of 135 million people. Pakistan is essentially an agricultural country with over 50 per cent of working people involved in agriculture-related activities. About 70 per

cent of the population live in rural areas. Pakistan's society has a wide income disparity with the poorest households receiving only a small fraction of national earnings.

Poverty forces most families to try to maximize their income by increasing family size and putting children out to work at very early

ages. There is a preference for boys who are seen as "producers" of income, while girls are seen as "consumers" of family wealth.

*Bringing up a daughter is like watering a plant in another courtyard.*  
(Bangla proverb)

Pakistan's literacy rate of 38 per cent is one of the lowest in the

world: 43 per cent for males and 24 per cent for females. Only 49 per cent of males and 35 per cent of females are enrolled in primary schools. Of those that are enrolled, 50 per cent drop out before they have completed five years of education. As girls receive less education opportunities they retain their

stereotype of being the least productive members of the family. The overall under-education of males makes them less enlightened and more traditional in their attitudes towards their wives and daughters. Education of women has a direct impact upon family size. This simple statement belies the underlying complexities of

why this is the case. Education gives women greater potential as "producers" within the family, resulting in increased status. Women who can earn money are able to challenge their stereotypical role of childbearing. Women who can develop their own status in the family through income generation are not under such

### Statistics

Population (millions)	134.8	Crude birth rate (per 1,000 population)	38.4
Population < 15 years (%)	44	Crude death rate (per 1,000 population)	8.3
Girls < 14 years (% population)	12	Adult literacy rate (%)	
Youth 15-24 years (%)	18.4	Total	38
Total fertility rate	5.6	Female	24
Contraceptive prevalence rate (% married women)	12	Secondary education (%)	
Population growth rate (% per year)	2.9	Female	13
Population doubling time (years)	24	Male	28
Maternal mortality rate (per 1000,000 births)	400	Household density (persons per housing unit)	6.5
Births attended by TBAs (%)	35	Population living in rural areas (%)	72
Infant mortality rate (per 1,000 live births)	91	Female labour force (%)	13
		Life expectancy (years)	
		Female	61
		Male	61
		GNP per capita US \$	440

pressure to justify themselves by producing more and more children, especially sons. Greater earning power of females means families need not be so big to generate sufficient income to survive... the complexities and inter-relationships between causes and effects are almost endless. A UNICEF study has shown that women with seven years of education have three to four children in their reproductive life, compared to women with no formal education having seven.

In low-income groups, distribution of family food is based upon gender; men first, boys second, women and girls last. Eggs, meat and other rich foods are withheld from girls to avoid early puberty. The effects of this discrimination appear when girls become mothers; high maternal mortality rates and high infant mortality. Every year 26,000 women in Pakistan die from pregnancy and childbirth related causes. Pakistan is a Muslim society, but cultural practices with regard to women and girls do not come from Islamic teaching. Culturally girls are seldom seen as equal to boys in any social value context. This discrimination can be seen even in folk tales, songs and sayings.

*Why did you come, oh girl, when we wished for a boy? Take the jar and fill it from the sea. May you fall into the water and drown. (Pakistani Folksong)*

The girl's perception of herself is conditioned by her upbringing and the society around her. Daughters in Pakistan grow up looking upon themselves as inferior and subservient, entitled to much less of everything

than their brothers. Less opportunity, less status and less choice. Girls hear themselves referred to as Paraya Dhan meaning "another's wealth". A daughter picks up that her status in the family is as a temporary resident in the home, to be transferred to another family who will accept the burden in return for a dowry. She is told that she must be meek and adaptable so that a husband can be found who will accept her. Living under the domination of her father, she has little to look forward to but similar repression by her future husband. ■

### **International Women's Day Celebration**

Two NGOs - Community Aid and Sponsorship Programme (CASP-PLAN) - the Indian affiliate of PLAN International and SCOPE PLUS of New Delhi celebrated the international women's day with a difference. A Karate demonstration and a mime show was organised depicting how confidence and determination can help the woman to defend herself. Competitions with underlying theme "optimum utilisation of existing inner potential" were also held.

The inaugural address was delivered by Dr. Kumud Khanna, Institute of Home Economics, New Delhi. She said that women could use the potentials to become active partners in the development of the country.

Quiz, song and debate competitions on potentials of women in different fields were also conducted. ■

## **District Primary Education Programme (DPEP)**

### **Objectives**

- i) Universal enrolment of all children in the age-group 6-11;
- ii) Reducing dropout rates in primary stage to less than ten per cent;
- iii) Improving learner achievement levels by atleast 25 percentage points above the measured baseline levels,
- iv) Reducing gender gap to less than five per cent

### **Criteria**

The criteria for selecting districts are:

- i) Educationally backward districts with female literacy below the national average;
- ii) Districts where TLCs have been successful leading to enhanced demand for elementary education.

*"To awaken the nation it is the women who should be awakened".*

*"Best of Education must be given to women in every department of human activity to play an effective role in all programmes for development".*

*-Jawaharlal Nehru*



## DOCUMENTS

Ahluwalia, Manjeet and Sharma, Anuradha. **A Study of the Mobilization and Motivational aspects of Total Literacy Campaign : 1996. A Field Study of District Hoshiarpur.** Chandigarh, Regional Resource Centre for Adult and Continuing Education, Punjab University. Various paging. (Mimeographed).

The document analyses the effectiveness of the TLC in reaching and holding the adult illiterates, the motivational elements effective in the teaching-learning process and methods involved.

The study observes that volunteer is the most valuable source for providing information and to motivate the learners to join the literacy classes and holding them in the classes. It shows that the role of personal service is important in mobilisation and motivation of the learners. It has also been found that literacy songs, giddha etc. are also quite effective in motivating the learners.

Mohan, Peggy. **Adolescence - to walk you through.** New Delhi, Voluntary Health Association of India, 1997, pp 94.

The document discusses some of the issues and problems of adolescents. First it gives the simple facts about the physical changes that come in adolescents and goes on to describe the emotional changes. Topics discussed in this document

are : Physical Changes in girls and boys in adolescence; Sex drives; Masturbation; Falling in love, Sex; Sexually Transmitted Diseases, Rape and Sexual Abuse, Contraceptives, etc.

Varghese, N.V. **Decentralisation of Educational Planning and the District Primary Education Programme.** New Delhi, National Institute of Educational Planning and Administration, 1996, pp 43 (NIEPA Occasional Paper 22).

Decentralisation: What Does it Mean?; Efforts towards Decentralisation in Education; District as the Unit for Decentralised Planning; Pre-requisites for Decentralised Planning at the District Level; District Planning: The Constraints; District Primary Education Programme: The Context; Consolidation of Recent Efforts under the DPEP; DPEP: Some Salient Features; Planning under the DPEP; and Efforts towards Capacity Building are the topics discussed in this Occasional Paper.

Centre for Policy Research. **Population, Poverty and Hope.** New Delhi, Uppal Publishing House, 1983, p 564. Rs.450.

The volume contains the theme papers, background papers, supporting documents and case studies presented and discussed at a Seminar on Population, Poverty and Hope organised by the Centre for Policy Research and Family Planning Foundation (now Population Foundation of India) in Pune in 1981.

In the statement of the Seminar the participants agreed that removal of poverty had important linkage with, on the one hand, growth of the economy, and on the other hand control of growth of population. The Seminar observed that there was enormous potential for the growth of the economy as a whole if the unemployed and under-employed population is profitably engaged on vast areas of land which are at present not being utilised to their full potential for lack of adequate labour.

Removal of poverty and control of population growth not only calls for increased incomes at the lowest levels of society but also improved health and educational standards and these have a close bearing on the control of population, the Seminar emphasised.

Sharma, A.K. **Social Inequality and Demographic Processes.** Delhi, Mittal Publications, 1985, p 170. Rs.95.

This book contains essays on social inequality and the demographic processes. It looks at population from a purely quantitative and Malthusian angle.

The monograph attempts to show that the main cause of the failure of the demographic transition theory is its neutrality to the state and dynamics of social structure. The author feels that there is no social structural theory of population change at present. He has tried to examine the complexities of such issues involved and has suggested that a proper population theory be developed in the light of a proper theory of social stratification.



## 3.2 Crores Not Attending Primary Schools in India : World Bank

Despite a steady increase in the enrolment rate for primary education since Independence, about 32 million tiny-tots in India have not seen school.

India's average level of educational attainment has not yet reached the critical threshold where benefits are greatest and high economic growth rates are sustainable, says a new study on "Primary education in India" by the World Bank.

Without action, at the current rate of growth in primary schooling in some of India's largest States, educational attainment will not reach an average of four to five years of primary education until the middle of the next century.

However, the report also took note of the steady rise in enrolment rates in primary schools and said India now has the world's second largest education system after China, with 67 million children aged 6-10 years attending primary school.

Enrolment data and age-specific literacy rates suggest that India has

made great strides in expanding access to education, it said, adding in 1993 about 100 million children were enrolled in primary school, up from 85 million in 1987.

"But reaching full enrolment of the 6-10 age-group remains a major challenge in all States of India and a distant goal in some," it said, adding the Central Government would need to expand its role in primary education in the medium term because of low levels of funding at the State level.

The World Bank report said national progress would depend on progress in six States - Andhra Pradesh, Bihar, Madhya Pradesh, Rajasthan, Uttar Pradesh and West Bengal which account for 75 per cent of the primary school age children not in school.

It said centrally-sponsored schemes to tackle the challenges of primary education development such as the District Primary Education Programme, supported by the World Bank, are showing promise in these and other States.

## Research Methodology Course New Delhi, Sept. 10-20, 1997

The Indian Adult Education Association will be organising the sixth Research Methodology Course in New Delhi on Sept. 10-20, 1997.

The Course will acquaint the participants with the trends in researches in adult, continuing education and population education, help them to understand tools, techniques to be used in different types of researches, in formulating research designs and statistical analysis, and graphical presentation of different types of researches etc.

The last date for receipt of application alongwith course fee of Rs.750/- is August 20, 1997.

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

Referring to the great diversity in performance, the report said about 97 per cent of the students are in the 15 major States. Of these, Kerala, Tamil Nadu, Karnataka, Maharashtra and Punjab are providing almost all their children with primary education, it said. ■

## **Kerala State Resource Centre**

The Kerala State Resource Centre for Adult/Non-Formal Education organised a state level training programme for the representatives of NGOs/VAs at Thiruvananthapuram on January 2-4, 1997.

45 delegates representing voluntary organisations in the state participated.

It was inaugurated by Dr. K. Ayyappa Panicker, the renowned poet and literary figure. Dr. George Onakkoor (Director, Encyclopaedia) presided.

The topics covered in the three-day training programme included: continuing education policy of India; Conscientisation Methods; Leadership Quality; Communication Techniques; Personality Development; Population Education; Training Techniques; Development Education etc.

The valedictory address was delivered by Dr. MA Karim, Member, Governing Body, SRC. The certificates to the participants were given away by Dr. KS Pillai, former Director, Centre for Adult, Continuing Education and Extension, University of Kerala and Vice-President, IAEA.

### **Workshop on Action Research**

A three-day Workshop on Action Research was organised by SRC on February 10-12, 1997. The main objective was to identify research topics related to neo-literates.

30 persons attended the Workshop. They represented the DIETs and DRUs of 14 districts of the State. ■

## **National Workshop on Continuing Education**

A National Workshop on Continuing Education was organised by the National Literacy Mission and the Education Department, Govt. of Kerala in Thiruvananthapuram on February 5, 1997. The Workshop discussed the strategy for the continuing education programmes in Kerala.

It was inaugurated by Shri M Vijayakumar, Hon. Speaker, Legislative Assembly of Kerala. Shri KV Surendranath, M.P. presided. The key-note address was delivered by Shri Bhaskar Chatterjee, Director-General, NLM.

The following major suggestions were made:

- a) The continuing education programme should become a mass movement and should utilise the strength and resources of the Panchayati Raj system.
- b) Continuing Education should not only be for the neo literate but for the entire community. It should be integrated with socio-political and cultural programmes of the state.
- c) Vocational skills should be upgraded to improve the quality of life through income generating programmes.
- d) Women should be empowered as social change is possible only through their empowerment.
- e) Universities and SRCs should play a facilitating role in working as nodal CECs in each Panchayat.

## **5th International Conference Themes and Issues**

The fifth International Conference on Adult Education with the theme "Adult Learning : A Key for the Twenty First Century" (Hamburg, July 14-18, 1997) will discuss following ten themes and five issues:

### **Themes**

- Adult Learning and the challenges of the 21st Century
- Improving the conditions and quality of adult learning ✓
- Ensuring the universal right to literacy and basic education
- Promoting the empowerment of women through adult learning
- Adult learning and the changing world of work
- Adult learning in the context of preventive security, environment, health and population
- Adult learning, media and culture
- Adult learning and groups with special needs
- The economics of adult learning
- Enhancing international cooperation and solidarity

### **Issues**

The five issues are equality of opportunity, respect for cultural identities, gender sensitivity, relevance of learning strategies and environment and promotion of cooperation and partnership.

## Paulo Freire : Pedagogue of liberation

Perhaps, nobody in this century has made the world so acutely aware of the subversive potential of education as Paulo Freire. The Brazilian educationist and thinker, who died at the age of 75 on May 2, made the classroom an arena of empowerment for the poor and oppressed.

Freire considered education to be a weapon of liberation for those marginalised people whose voices are never heard by the dominant classes. For nearly six decades, he strove to give a voice and a purpose to these "cultures of silence".

His all-time classic, *Pedagogy of the Oppressed*, which has been widely translated and gone into more than a score of printings, is required reading in college-level courses of several disciplines.

Freire was convinced that every human being, no matter how oppressed or submerged in the 'culture of silence', was capable of looking critically at the world and engaging in a meaningful dialogue with it. He believed that education was the tool that prepared people for such encounters. The idea was that, by "unveiling the world of oppression", social action would follow, and transform an unjust society into an equitable one.

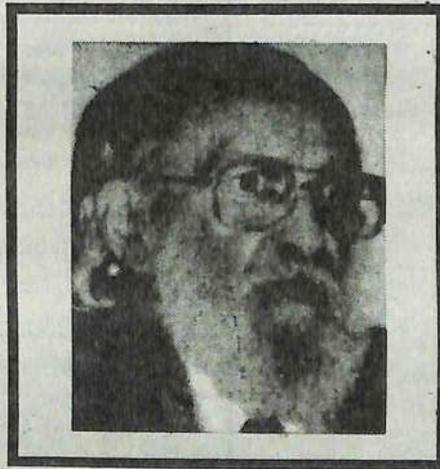
It was not just a question of getting your ABCs right, but as Freire put it, each individual wins back the right to "say his or her own word, to name the world".

One of the earliest influences on his approach to education was his own family's impoverishment during his childhood. Often, he could not understand what went on in the class-

room because he was hungry. Freire described the experience of hunger as a "great moment" in his life. "By falling into poverty, I learned from experience what social class meant."

Eventually, Freire went on to study law, philosophy and the psychology of language at the University of Recife, and took a doctorate in 1959. He gave up practising law to become a government welfare official.

In the early 1960s, at a time when several reform movements flourished



simultaneously in Brazil, Freire was influenced by the ideas of liberalism, existentialism, phenomenology, Catholic liberation theology and Marxism. He became the first director of the University of Recife's Cultural Extension Service which brought literacy programmes to thousands of peasants.

However, the 1964 military coup resulted in his imprisonment and eventual 15-year exile from Brazil. During these years, Freire worked with adult education programmes in Chile, taught at Harvard University's Centre for Studies in Education and Development

and consulted with the World Council of Churches in Switzerland. He offered assistance in education programmes of newly independent countries of Asia and Africa.

It was at Harvard that Freire wrote the *Pedagogy of the Oppressed*. His understanding of North American society made him realise that repression and exclusion of the powerless from the economic and political life was not limited to third world countries. Thus, he extended his definition of third world from a geographical concern to a political concept.

Freire believed that there was no such thing as politically neutral education. In his view, schools usually peddled "official" ideas which served the interests of the elite that dominated society. He saw the teacher as a politician, who had to ask. "What kind of politics am I doing in the classroom? In favour of whom am I being a teacher? Against whom am I educating?"

In 1979, when democracy returned to Brazil, Freire returned home and took up a faculty position at the University of Sao Paulo. In 1988, he was appointed minister of education for the city of Sao Paulo, a position which made him responsible for guiding school reform.

The most recent of his 25 major publications, *Pedagogy of Hope* re-examined his ideas and analysed social struggles throughout the third world. As he said: "Swimming against the current means assuming risks. Also, it means to expect constantly to be punished. I always say those who swim against the current are being punished by the current and cannot expect to have a gift of weekends on tropical beaches!"

Sameera Khan  
Uma Asher  
The Times of India  
June 5, 1997

## Women and Girls in Nepal

The HINDU Kingdom of Nepal is dominated by its geography. Less than 160 kilometres separate the high Himalayan summits from the low Gangetic plains of the Terai region. In between lies the mid-hill region, characterized by marginal agricultural terraces stepping their way up the steep slopes. With the majority of valleys running north to south, movement across the country in the mid-hill region is extremely difficult. There are few roads and poor communication infrastructure. Each year population growth places great strains upon forest, water and land resources.

The fragile hill and mountain environments are suffering irreparable damage caused by deforestation and overcultivation. The mountainous terrain and lack of infrastructure hamper the provision of health services in the country. Nearly 90 per cent of the population live in rural areas, and 50 per cent of these people live far away from any road network. Eighty-four per cent of women have

no access to antenatal care from midwives or doctors and 72 per cent of women have no assistance from a trained midwife or doctor during childbirth. These poor health facilities lead to high rates of both infant and maternal mortality. Every year,

preventable diseases kill almost 75,000 children under the age of five.

The topographical diversity of Nepal, and her history as an important border country between India and China, has helped to create a complicated tapestry of intersecting racial, ethnic, linguistic, class and caste groupings. The status of women and girls differs within each group and

there are variations in such things as women's health and fertility, participation in education and employment, access to resources and the role played within families, community and society.

In most South Asian countries, the burdens and discriminations upon

women and girls are at their most extreme in situations of severe poverty. In Nepal, nearly 70 per cent of the rural population fall into the United Nations category of living in absolute poverty. Nepal has a very high incidence of son preference. Sons carry the family name and represent "insurance" to parents in old age. Property is passed on to sons

from each generation and they are required to conduct funeral rights to secure the salvation of the father's soul. The Maithili people have proverb that says "when a girl is born the earth sinks by a foot, but when a son is born it rises up one foot to greet him".

The status of girls is inferior to that of boys in the vast majority of situations. In most parts of the

### Statistics

Population (millions)	23.2	Infant mortality rate (per 1,000 live births)	98
Population < 15 years (%)	42	Crude birth rate (per 1,000 population)	37.2
Youth 15-24 years (%)	19.5	Crude death rate (per 1,000 population)	12
Total fertility rate	5.2	Adult literacy rate (%)	
Contraceptive prevalence rate (% married women)	23	Total	27
Population growth rate (% per year)	2.6	Female	13
Population doubling time (years)	26	Secondary education (%)	
Maternal mortality rate (per 100,000 births)	1,500	Female	23
Births attended by TBAs (%)	6	Male	46
		Female labour force (%)	33
		Life expectancy (years)	
		Female	53
		Male	56
		GNP per capita US \$	200

country, the work burden for girls is two or three times that of boys, and their school attendance is one-third. Girls usually receive both less food and less nutritious food than boys, and they are likely to receive less medical care.

Women invariably derive their social status from their fathers, husbands and sons. A girl's marriage is therefore of great importance. In order to ensure the best possible eligibility at marriage age, girls usually have a very guarded and restricted upbringing and in the process of socialization they are taught submissiveness and obedience as feminine ideals. It is often observed that older women in households are instrumental in perpetuating discriminatory attitudes and practices concerning women's roles and status. For this reason, women's education is increasingly trying to reorientate women to their own self-worth. There needs to be a critical consciousness in women that challenges the prevailing climate of male dominance and female oppression. In the songs sung by girls in the Sindhuli district of Nepal preferential treatment of boys is a recurring theme:

*Sons go to school, daughters go to the field. Who made this rule that daughters are less than sons? My young brother and I both fed at our mother's breasts. Why will he feed from our father's land all his life? ■*

- Real Lives

### Three to Share 1997 UN Population Award

Mr. Toshio Kuroda, Director Emeritus, Nihon University Population Research Institute, Japan and board member, JOICFP, Mr. Khun Mechai Veravaidya, Senator, and Secretary General of the Population and Community Development Association of Thailand and Ms. Elizabeth Aguirre de Calderon Sol, Director, National Family Secretariat of El Salvador are to be honoured with the UN Population Award this year.

Mr. Kuroda was selected to receive the Award for his half century of scientific studies, writing, teaching, technical assistance and general leadership in population issues in Japan, throughout Asia and the world.

Two decades of energetic and innovative work promoting a human-centered population policy in Thailand and throughout Asia and for his effective promotion of family planning services has won Mr. Veravaidya this honour.

Ms. Elizabeth Aguirre de Calderon Sol is to be awarded for her work promoting social development as the President of the Brigade for Social Development in 1989 and for the work with the secretariat. She is also recognised for leading the El Salvadorian delegation to the Cairo conference.

The earth provides enough to satisfy every man's need, but not for every man's greed.

- Mahatma Gandhi

### National Photo Competition on Literacy and Adult Education

The Directorate of Adult Education, Department of Education, Ministry of Human Resource Development, Government of India has announced the 5th National Photo Competition.

The aim is to enhance awareness among the people about the different aspects of literacy specifically pertaining to literacy campaign all over the world through the medium of photography.

Entries have been invited from professional, amateur and student photographers.

Topic for professional and amateurs is "Spirit of Voluntarism in Literacy" and for students "The Student as Volunteer".

The last date for receipt of entries is July 14, 1997.

Further information can be had from Director, Directorate of Adult Education, Block No.10 Jamnagar House, Shahjahan Road, New Delhi - 110 011.

#### 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

## Report stresses teaching in mother tongue

As many as 51 languages, including English, are currently used as mediums of instruction at the primary stage of education in the country. Yet there are millions of children who learn the three Rs in a primary school in a language other than their mother tongue.

The importance of teaching in the mother tongue has been underlined in a status report on "Primary Education in India" brought out by the core group on Citizens' Initiative on Primary Education.

Despite the difficulty in estimating the number of languages spoken in India as "mother tongue", the 1961 Census listed as many as 1,652 languages as "mother tongues".

On the other hand, the Indian Constitution now recognises 19 languages which are regional or State languages. These, however, exclude Sanskrit and Sindhi.

The census groups all "mother tongues" as "living Indian languages". These total 96 and include the 19 recognised languages except English. Of these, 50 are actually used as mediums of instruction at the primary stage: The remaining, viz 46, are termed unwritten languages since they have no written literature; 16 do not even have alphabets.

As per the Report a large number of curriculum related issues could be resolved if the medium of instruction in primary schools is the mother tongue. It also decries the English language and dubs it "The main hurdle in implementing the mother

tongue as the medium of instruction at the primary school...Language curricula and text books at the primary stage follow the English language teaching model, reducing the mother tongue to a second or foreign language like English", the Report states.

Regretting the failure of policy makers to focus attention on the "educational and pedagogic implications" of using the mother tongue as the instruction-medium, the Report points out that the medium of instruction at the primary stage has been perceived only from an urban point of view. Consequently, the rural child attending primary school receives instruction in a language which is different from his "homelanguage" or the spoken dialect.

"The rural teacher" therefore "is typically an outsider who does not belong to the village and in all likelihood speaks a dialect different from that of his learners. In the tribal context, the primary school teacher is invariably a non-tribal who has no knowledge of the children's mother tongue", the Report points out adding that the teacher, thus, teaches through the State's standard language.

It is against this backdrop that the Report emphasises the need to build upon the linguistic abilities already acquired by the child during infancy. It also calls upon primary schools to equip such children with strategies to enrich what it calls their "intuition in the mother tongue" which leads to creativity.

Decrying the many distortions in language teaching practices at the primary stage, owing to the "poor understanding of the distinction between the mother tongue, first language and the medium of instruction", the Report attacks the "obsession" of school teachers for "correctness" of structure and pronunciation thereby rejecting creativity altogether: "Both the language curriculum and the classroom methodology are sterile", the Report states.

The Report concludes that there is a need to show that children learning through the mother tongue perform better than those who learn through another language as also to implement a multicurricula keeping in mind rural, urban and tribal areas. It also advocates steps to ensure that all primary schools teach through the mother tongue.

- *The Hindustan Times*  
May 28, 1997

## Worldview International Foundation

The annual general meeting of Worldview International Foundation (WIF) was held at Putrajaya near Kuala Lumpur, Malaysia on March 28-April 03, 1997.

The meeting among other things discussed the Young Asia Television Programme being telecast from all the Asian Countries.

Prof. BB Mohanty, Member, Executive Committee, WIF attended the meeting. He has produced a 30-minute programme on Martial Dances of Orissa. ■



Murthi, N.S., Venktesha, T., Gupta, CPV. **A Study of Training in Literacy Campaign.** Mysore, State Resource Centre, 1996, pp. 86.

The document studies the training design, content, approaches and methods, duration and scope of the training process at all the three levels. It also studies preparation, planning, organisation and management of training camps, and selection procedures of the trainers and the participants. It identifies the behavioural changes of participants in term of knowledge, skills and techniques of training. The study analyses and examines the usage of training literature and media produced for the purpose of training. The qualitative transmission of training components from one level to other level has also been studied.

The study suggests that training course content should have greater weightage to motivational techniques. IPCL method, practice-teaching sessions under simulations and skills of stimulus variation during communication should be included. Another suggestion is that the training process should be programmed for the personality developments like communication skills, art of public speaking, development of leadership, pooling and utilisation of resources, management of human resource, organisational skills etc.

Ruddar Datt. **Inequalities in Educational Development with Special Reference to Literacy Status and School Education.** Journal of Educational Planning and Administration, Vol.10, No.3, July 1996. pp. 255-296.

The paper shows that three crucial variables that affect literacy are : (i) percentage of education budget to state domestic product, (ii) drop-out rate at the lower primary level, and (iii) degree of urbanisation. The most important variable is the education budget as part of the net-state domestic product which indicates that one percent increase in this head is likely to bring about 2.1 percent increase in literacy. This indicates the importance attached to removal of illiteracy by the state. The analysis highlights the fact that the proportion of population below the poverty line does not affect literacy in any significant manner.

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.), pp.26. (Mimeographed).

The document studies the factors responsible for drop-out phenomenon in the total literacy campaign being implemented in Hoshiarpur, Faridkot district of Punjab and Union Territory of Chandigarh. It analyses the reasons for dropping out particularly the motivation underlying

the behavioural phenomena. It also studies the role of various factors like family circumstances, personal obligations and other environmental factors in dropping out from literacy classes.

It shows that 40% of the drop-outs belong to the age group of 15-25 years. This is the age group which it needs to be retained as it has long span of years to participate actively in development of the nation. It highlights that most of the drop-outs were unskilled workers. These were casual workers without any security of availability of regular work.

Findings of the study show that there is substantial number of drop-outs in the earlier phase of the classes. It may be attributed to initial non-adjustment to the environment leading to permanent withdrawal. Study shows that the rate of drop-outs is not associated with the age. Prevalent belief that advanced age adversely affect learning is largely subjective and has little scientific basis because there seems to be no significant difference in the rate of drop-outs in the different age groups.

The important reasons of drop-out mentioned were - busy in household chores most of the time, family circumstances, non-availability of time for earning livelihood (financial reasons), shyness or reluctance to go to the class due to various interpersonality traits and interaction of these with the social problems of the family and locality. Some more reasons mentioned for dropping out were - ill-health, repeated pregnancies,

going to be married, unattractive classes, and inability to learn after Primer I.

**Mehta, Neepa. Media : Blessing for the Literacy Mission.** Journal of Educational Research and Extension, Vol.33 No.2, October 1996. pp. 60-69.

The article discusses the literacy as an indispensable component of human resource development and emphasises that the electronic media, with its potential to reach the furthest corner of the country can play a significant role in the field of literacy. It highlights contributions of media such as print media, television and video, folk media, etc. The article stresses for blending of various media for making effective developmental message on literacy. Some of literacy promotion strategies also have been discussed.

National Institute of Public Cooperation and Child Development. **Statistics on Children in India. Pocket Book 1996.** New Delhi, National Institute of Public Cooperation and Child Development, 1996. pp.280.

The document has been divided into eight sections and gives data on population, infant mortality rates, delivery death rates, goals for health and family welfare programmes, "Health for All" by 2000 A.D., Nutrition, education and literacy, child development and welfare services, welfare of the handicapped, child labour and socio-economic indicators.

**Adiseshiah, Malcolm S. Ed. Population Control Beyond Contraceptive Technology,** Delhi. Konark Publishers Pvt. Ltd., 1993. p.56 Rs.75.

The publication is an outcome of the Seminar held in New Delhi in July 1994. It looks at the population problem as essentially a human problem, a problem of human rights - the rights of women as well as men, and that technology should subserve this basic overall imperative.

It is divided into five parts:

- a) The Issues  
*S. Padmavati and Malcolm S. Adiseshiah*
- b) Population : Beyond Contraceptive Technology  
*Ashish Bose and A. Kundu*
- c) Complementary/Alternative Strategies  
*T.V. Antony and Nalini Abraham*

- d) Some Questions and Comments and Suggestions
- e) Conclusions and Some Recommendations  
*Indira Varadarajan*

**Sharma, A.K. Issues in Social Demography.** Delhi, Mittal Publication 1989 p 170 Rs.140.

The book attempts to define and develop the subject matter of social demography in the Indian context. The book deals with the substantive issues, theoretical perspectives and research methodologies of social demography in a sociological perspective. The Indian problems of social demography such as urbanization and migration, the relationship between population and poverty and issues in population management have also been included in this book.

#### IAEA New Books for Neo-Literates on

##### Scientific Temper

Rupees

- |    |  |       |
|----|--|-------|
| 1. | <b>SURAJ KA RASTA</b><br><i>Jaipal Tarang</i>            | 18.00 |
| 2. | <b>WOH BANJH NAHI THI</b><br><i>Vinla Lal</i>            | 10.00 |
| 3. | <b>PALNA</b><br><i>Ravinder Pal</i>                      | 8.00  |
| 4. | <b>KABHI NA HON BIMAR</b><br><i>Shiv Govind Tripathi</i> | 10.00 |
| 5. | <b>NAI SAMAJH</b><br><i>Sharda Kumari</i>                | 10.00 |
| 6. | <b>YEH HAI BURI BIMARI</b><br><i>Meenakshi Swami</i>     | 12.00 |

Available from

**INDIAN ADULT EDUCATION ASSOCIATION**

17-B, Indraprastha Estate, New Delhi - 110 002



### Proposals for Research Fellowships Invited

The Indian Adult Education Association and Roby Kidd Foundation have invited proposals for research fellowships.

#### MS Mehta Research Fellowships

The Indian Adult Education Association invites proposals for two Mohan Sinha Mehta Research Fellowships (1997) from individuals interested in undertaking research in Adult, Continuing Education and Population Education.

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

Some of the suggested topics are:

- A case study of the Literacy Campaign launched in a district;
- A comparative study of the organisation and functioning of State Resource Centres run by voluntary agencies, Universities and State Governments;
- A critical appraisal of the organisation and impact of Jana Shikshan Nilayams/CEC;

- An enquiry into the factors promoting and intervening in retention of neo-literacy among various sections of the society;
- An appraisal of the neo-literate books published in various languages with a view to evolve criteria for the preparation of such books;
- An enquiry into the levels of aspirations and achievement among adult learners;
- motivational factors and expectations of adult education functionaries - A comparative study among students and non-students youth;
- An enquiry into the continuing education needs of neo-literates and drop-outs;
- The role of adult education in reducing poverty.

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

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

### Roby Kidd Fellowship

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

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

The fellowship amount is Rs.5,000/- for one year. The proposals for 1997 fellowship should reach the Managing Trustee, Roby Kidd Foundation, 17-B, I.P. Estate, New Delhi - 110 002 by October 15, 1997. ■

The detailed proposals should reach the General Secretary, Indian Adult Education Association, 17-B, I.P. Estate, New Delhi - 110002 by September 30, 1997. ■

## POPULATION BOOM - FACTORS RESPONSIBLE

It is unfortunate that in spite of over four decades of "efforts" the government has failed to control the country's rapid population growth. The recently published "Population Projection of India and States: 1996-2016" by the Registrar General of India highlights this failure. The country's Total Fertility Rate (TFR) which, according to the National Health Policy made in 1983, was to be brought down to 2.1 by the end of this century, is now estimated by the Registrar General to remain around 2.5 even in 2016. This means that it would take many more years after 2016 to bring down the TFR to even the replacement level of 2.1. It is high time the nation paid attention to this alarming failure of our family planning programme and analysed why population control is not a success in India.

TFR is an useful demographic index which projects a clear picture of a country's population growth scenario. It indicates the total number of children an average couple has or would have, depending upon their economic, social and cultural status. Thus, for instance, the present high TFR of about 3.5 in India shows not only the current high birth rate of about 2.9 per cent per year but also points to the fact that people for various reasons prefer a family of more than three children. Thus, the TFR gives an idea about the future trend of population growth.

The birth rate in a country is determined by its sex ratio (i.e. ratio of female and male) and TFR. It is estimated that for India, having a sex ratio of about 93 per cent, a TFR of 2.1 can eventually lead to the

stabilisation of its population. But our TFR is currently around 3.5 implying a mounting population with no sign of stabilisation in the near future. But more than that, the TFR of 3.5 also shows that the people are in favour of a family larger than the "*Hum Do Hamare Do*" norm.

India's TFR during 1960-65, 1975-80, 1980-85, 1985-90 and 1990-95 has been respectively 5.8, 4.8, 4.7, 4.2 and 3.9 as against China's 5.9, 2.9, 2.5, 2.4 and 2.2 during the same periods. Also, the projected TFR according to UNFPA experts for 1995-2000 for India and China are 3.5 and 2. However, according to another more optimistic estimate, our TFR would come down to 3.2 (as against China's 1.9) by the year 2000. Thus, while China has practically solved its population problem by bringing down its TFR close to the replacement level of 2.1, India is still grappling with a high TFR.

An analysis of the dynamics of decline in India's TFR since 1960 shows that it would take another 15 to 20 years for our TFR to come down significantly below three. The Registrar General has warned that our population will grow up to 216 crore by 2050 AD if the average of over three children per woman remains unchanged. Obviously, the country cannot sustain a population of 216 crore i.e. more than double of what exists today, and the nation will witness much before 2050 either Malthusian catastrophes or a rapid increase in the death rate. So the TFR of above three is an extremely threatening situation for all of us-both rich and poor.

It is necessary, therefore, that we identify and analyse the factors that are not allowing the TFR to come down as fast as required in spite of the country having spent thousands of crores on population control. The main factors which I like to call "TFR raisers" are mentioned in the following paragraphs.

About 40 per cent of India's population is and has been languishing for decades under abject poverty. Today about 32 crore people do not get even two square meals per day and naturally their only worry is to fight starvation. Obviously it would be naive for anyone to expect from these deprived people any conscious and voluntary initiative to plan their family. This starving class breeds as frequently as nature allows their women folk to conceive.

For this downtrodden class, life is so grim that their whole survival is at the basest biological level governed only by physiological impulses. There is no way except by raising their economic standard, that this deprived class can be made to practise family planning voluntarily. The last four decades of "planned" development in India has done precious little for this class except of course lowering their death rate: thanks to our democracy and the constitutional provision of universal adult franchise. So the people below the poverty line are the most natural and foremost TFR raisers.

The deep-rooted desire for male children is another "TFR raiser". Apart from religious beliefs, the main and well known reasons for this "son fixation" are: (i) old age security for

parents and (ii) the evil of dowry. Unless both these factors are taken care of, the traditional craze for male progenies cannot be removed. The overbearing desire for two sons is an unfortunate reality in this overpopulated nation of our and several studies have highlighted this fact. This is the reason why our TFR is persisting stubbornly above three, because statistically, a "two sons" preference will imply necessarily one to two daughters also. So, unless we are able to get rid of this traditional "son fixation", I do not see how our TFR would decline below the existing three-plus level by voluntary family planning.

It is an unfortunate reality that India has been divided into numerous and mutually antagonistic vote banks based on caste and community, thanks to our politicians. The natural instinct of a vote bank is to maximise its size and this in case of caste and communal vote banks can be done only by producing more children. Unfortunately, I do not see any chance, at least in the near future, that the politicians would give up this negative politics has led to a hardening of religious fundamentalism against family planning in certain groups. In Kerala, the Muslim population grew during 1981-91 at the rate of 25.49 per cent which is not only double the Hindu growth rate of 12.62 per cent in that State but is also more than the national population growth rate of 23.79 per cent during the same period.

It is necessary to highlight here that the sudden decline in population growth rate in Kerala from 2.37 per cent per year during 1961-71 to 1.78

per cent per year in 1971-81 has been wrongly attributed to the growth of literacy and primary health care whereas the primary reason for this decline is the "Gulf factor". The much publicised but erroneous Kerala hypothesis (i.e. literacy - mainly of women and primary health care) has already done much harm to the nation's population control programmes which have depended mostly on this faulty Kerala model since 1977.

Acute gender inequity prevails in India's family planning efforts and almost the entire responsibility of taking birth control measures has been thrust upon women. Since men are not adopting family planning measures, our policy makers have decided that, to promote birth control, it would be effective to concentrate on women only. Hence, the policy of "development is the best contraceptive" has been changed to "development of women is the best contraceptive". This paradigm shift basically amounts to legitimising the acute gender inequity in family planning programmes and also freeing men from any responsibility of using contraceptives.

This sexism in our soft policy of population control through development is simply irrelevant because several studies have highlighted that in our male-dominated society the size of the family is decided by men and not by women. So this development of women as a means to control population growth will not succeed unless either the age-old tradition of male dominance is ended or there is an attitudinal change in the Indian male to accept the "*Hum Do Hamare Do*" norm.

Besides, this new premise also assumes that women when developed would, unlike men, automatically adopt a small family norm irrespective of the prevailing socio-economic (e.g. dowry) and political (e.g. vote bank) considerations which may not be true. But more than this, what is surprising is that the experts and planners have made themselves believe that soon the stipulated development and empowerment of women will take place and all these age-old practices of women suppression in India will disappear, facilitating the most urgently required decline in the birth rate.

We must now pose two straight forward questions to ourselves: (i) can India's TFR be brought down to even the replacement level of 2.1 through soft measures in the presence of the powerful "TFR raisers" as described above before it gets too late and (ii) is it really believable that the problems of poverty, son fixation, vote bank politics and women inequality would be eradicated from India in the near future before it is too late demographically?

Let us understand that it is in no way atrocious or inhuman to compel a man - rich or poor - who has already got two children to undergo vasectomy which is the best, easiest, cheapest and safest way of family planning. But it is certainly inhuman to let helpless women experience frequent pregnancies and let a large percentage of our children perpetually live an almost subhuman life till the nation succeeds economically, and the development of women is achieved to a demographically effective level.

- KB Sahay  
Hindustan Times  
July 11, 1997

## Women and Girls in Sri Lanka

Sri Lanka is a multi-ethnic religious nation of 18.4 million people. It is predominantly an agricultural country with 70 per cent of the population residing in rural areas and engaged in agricultural activities. Cultural norms in the country have traditionally promoted a male-dominated society. However, since the granting of free education in 1945, there has been significant change

opportunities with men, and their potential as decision makers in society is not fully recognized. However, there is increasing awareness of the "invisible" contribution that women make to the family and society. The typical image of women as being dependent home makers is diminishing.

Over the past decades there has been an impressive reduction in

### Statistics

Population (millions)	18.4	Infant mortality rate (per 1,000 live births)	18.4
Population < 15 years (%)	35	Crude birth rate (per 1,000 population)	19.5
Youth 15-24 years (%)	18.6	Crude death rate (per 1,000 population)	5.8
Total fertility rate	2.3	Adult literacy rate (%)	
Contraceptive prevalence rate (% married women)	66	Total	90
Population growth rate (% per year)	1.5	Female	87
Population doubling time (years)	47	Secondary education (%)	
Maternal mortality rate (per 100,000 births)	60	Female	78
Births attended by TBAs (%)	94	Male	71
		Female labour force (%)	27
		Life expectancy (years)	
		Female	75
		Male	70
		GNP per capita US \$	640

that has transformed the status of women in Sri Lanka. A gradual rise in literacy rates of women has taken place indicating a strong determination by the young women of Sri Lanka to break cultural barriers.

On a world scale Sri Lanka is a relatively poor country, with a per capita income of about US\$640. Poor families undergo severe hardships, and it is women and girls within these families who ultimately bear the heaviest burdens.

Women have to face numerous challenges for equal income-earning

demographic indicators such as crude birth rate, crude death rate, fertility rate and infant mortality rate. These indicators reflect improvements in the overall health standards within the country and point to the well-being of Sri Lankan women in particular.

According to the Sri Lankan Government there still remain some critical areas where gender disparities hinder women's development, raising concerns for women's groups and activists.

- Real Lives

### Mohanty to Edit IJAE

Prof. B.B. Mohanty, International Consultant (Education and Communication) and Vice-President, Indian Adult Education Association will be the Editor of Indian Journal of Adult Education from the issue July-September 1997 (Vol.58, No.3).

The articles/papers for the Journal may be sent directly to Prof. Mohanty at the address given below:

**Prof. B.B. Mohanty,**  
**Bajiraut Chhatravas,**  
**P.O. Box 35,**  
**Angul - 759122, ORISSA**  
**Phones : (06764) 30533, 32462**  
**Fax : (06764) 32463**

### DACEE, Barkatullah University, Bhopal

The Department of Adult, Continuing Education and Extension Programmes, Barkatullah University, Bhopal organises two Post Graduate Diploma Courses. They are P.G. Diploma Course in Adult and Continuing Education and Diploma in Population Education.

In the academic session 1996-97, 20 students passed the diploma in adult and continuing education and 19 completed diploma in population education.

The University is starting M.A. in Extension Education from the academic session 1997-98.

Further information : Dr. Neeraja Shukla, Assistant Director and Head, Department of Adult, Continuing Education and Extension Programmes, Barkatullah University, Bhopal, M.P. ■

## Over 40 million girls 'Missing in India'

There are between 40 to 50 million "missing" girls and women in India, says the report - The Progress of Indian States - prepared by officials of UNICEF.

The report, prepared by Mr. AK Shiva Kumar and Mr. Jon E Rohde of UNICEF, points out that a "missing" girl is one who was never born or died early, because of gender discrimination, leading to further disproportion in the sex ratio in the country.

While in the industrialised nations, there are, on average, 106 women per 100 men, and 102 women against 100 men in South-East Asia, there are, on the contrary, only 93 women per 100 men in India.

According to the report: "Only where societies specifically and systematically discriminate against women, are fewer of them found to survive."

The report's data underscores this point: According to the 1991 census, there were 493,563 "missing" girls in Uttar Pradesh alone in the age bracket 0 to 6 years.

The report says, "Even though biologically speaking, the probability of girl children surviving is greater than that of boys, in India, the situation is the opposite."

It goes on to give the reasons for the disparity: "A significant number of girls are not alive, often because they have not been allowed to live, either through selective abortion following sex-determination in pregnancy, or they have survived only hours or for a few days because

of inadequate attention following their delivery."

The report points out that the district with the lowest child sex ratio in India is the infamous Salem, in Tamil Nadu, with just 849 girls per 1000 boys in the 0-6 age group. The nine other districts with bad track records are - Bhind, Jaisalmer, Kaithal, Jind, Amritsar, Faridkot, Bhatinda, Kurukshetra and Hissar.

The report says, "Anti-female bias against girls and women is by no means limited to the poor. For instance, Punjab and Haryana, two of the richest states in terms of per capita incomes, have among the lowest female-to-male ratios: 87.4 women to 100 men in Haryana and 88 women for every 100 men in Punjab. Also, a girl in a Punjabi house-hold has a 10 per cent higher likelihood of dying before the age of five years than her brother."

On child labour, the report estimates there are 500,000 street children in the cities of Bangalore, Bombay, Calcutta, Delhi, Hyderabad, Kanpur and Madras, with 55 million children in servitude.

The State with the highest number of child labourers in Andhra Pradesh - 2,181,462 in 1991 - and among the other important states Kerala and Himachal Pradesh have the distinction of harbouring the least.

In an indictment of the primary education system of the country, the report says, "45 years after independence, in 1991, only 52

Indians out of every 100 were able to read and write. More disturbing is the disparity between men and women: Whereas 64 men out of 100 could read and write, only 39 women could do so. These achievements are also not uniform across the country. The economic losses arising from such high levels of illiteracy are enormous, to say nothing of the social discrimination and lack of opportunities suffered by the illiterate."

The report also points out that with a total fertility rate average of 3.6 in 1992, India remains far from the goal of two children per family. While the four Southern states form the backbone of those which are leading in controlling population, the explosion is evidenced in the northern states of Haryana, Madhya Pradesh, Rajasthan, Bihar and Uttar Pradesh, with the last having a total fertility rate of an astounding 5.2.

Even where some progress has been made, there remains much to be done. For instance, the report says, "Remarkable progress has been achieved in immunising children and in the control and eradication of guineaworm. Yet, around two million infants still die each year today, almost the same number as in 1960; and most of these deaths are avoidable."

Then again, It says, literacy rates may have doubled since 1961, but there are still nearly 60 million more illiterate persons, and only 64 per cent of children reach grade five of primary schooling and even among them "many cannot even read or write a simple sentence." ■

## Education for Human Rights and Values

Prajapita Brahma Kumaris Ishwariya Vishwa Vidyalaya organised a four-day Conference of Educationists on Human Rights & Values from June 22-25, 1997 at Mount Abu. Seven hundred educationists from all over the country participated.

The Conference was inaugurated by Justice M.N. Venkatachallaiah, Chairman, National Human Rights Commission, India. The function was presided over by Shri Bali Ram Bhagat, Governor of Rajasthan and Gujarat, Dr. Harsh Vardhan, Minister for Education and Health, Govt. of Delhi and Shri Kameng Dolo, Minister for Rural Development, Govt. of Arunachal Pradesh and Prof. Naresh C. Mathur, Vice-Chairman, University Grants Commission, addressed the Conference. The valedictory address was delivered by Hon'ble Justice V.S. Malimath, Member, National Human Rights Commission.

The Conference discussed the following topics:

- The role of governmental and non-governmental organisations in promoting human rights & values.
- Spiritual education - the missing link in developing human rights & values.
- The role of women in educating human rights & values
- Efforts to arrest the abuses of human rights against deprived sections of society
- U.N. Declaration & role in protecting and upholding human rights & values
- The role of education in ensuring the development of human rights & values among children
- Education, Values and Human Rights for the 21st Century

The following were the major recommendations:

1. In all educational institutions of the country special emphasis should be laid on Value-Based Education for the protection of Human Rights.
2. The Universities all over India should organise training courses for Human Rights and Value Education.
3. India should set up State Human Rights Commission in states where there are no such commissions so far. ■

### 'Put social opportunities on national agenda'

Provision of primary education and health care in India will improve significantly if people vigorously discuss and criticise the dismal state of these services and make it clear to the government they will not accept high rates of illiteracy and infant mortality.

That, according to noted Harvard economist Amartya Sen, is now the "royal road" to achieving total literacy and primary health care in a democracy like India.

Governments in India can no longer be allowed to get away with neglecting the social sector, he said. People should "politicise" the issue, bring it into the public arena so that there is pressure on rulers to do more.

This is something which political parties in opposition, the public media or the articulate classes have not done to the extent required, he noted, at a meeting with the press recently.

As a result, successive governments in India have demonstrated "incredible irresponsibility" with regard to providing primary education. But it has never proved politically expensive for them.

India is the only country "trying to make it to the 21st century with half its population illiterate", Prof. Sen noted. At this stage, it is all the more important that the state does not abdicate its

responsibility in providing these services.

Prof. Sen affirmed that improving provision of social services was the unattended facet of reforming government activity. While economic reform had so far addressed areas where the government was "overactive", a great deal has to be done about sectors where the government was underactive, he maintained.

Although it is possible to have high economic growth with low levels of literacy, it is unlikely that benefits of economic reforms will percolate to lower economic strata of society unless the state equips them with these social opportunities, he maintained.

He said the government's decision to make primary education a fundamental right was a positive signal, but little more than that. The illiterate cannot be expected to sue the government if they are not provided facilities for primary education, he stated.

On whether reservation for women in legislatures would improve provision of social services, Prof. Sen said the relationship could not be directly established. The social opportunities in a family improve if women are empowered, he noted. If the family situation holds at the national level, reservation might improve social services.

Prof. Sen said a variety of factors were responsible for the dismal state of primary education in India. For one, under both the Hindu and Islamic traditions, education was confined to an elite. The concept of mass education, as in Buddhism, was missing in the two traditions predominant in India.

Further, the middle classes incharge of charting development plans did not stand to gain directly from wider provision of primary education.

At the present juncture, however, the solution within a democratic framework is for people to put provision of social opportunities on the national agenda. ■



## DOCUMENTS

Krishna Reddy, M.M. **Two Child Family Norms in Rural India : Problems and Prospects.** New Delhi, Kanishka Publishers, Distributors, 1997. p 266. Rs.450.

This book tries to find out the feasibility of the practice of two child family norm in India in general and rural India in particular. Some of the chapters in this document are:

1. The general characteristics and social change in the chosen villages
2. The socio- economic characteristics and family planning
3. The demographic characteristics and family planning
4. The contraceptive behaviour of the non-acceptor couples
5. Fertility transition and family planning in certain rural families - some case studies.

Mugridge, Ian Ed. **Founding the Open Universities : Essays in Memory of G. Ram Reddy.** New Delhi, Sterling Publishers Private Limited, 1997, p 171. Rs.300.

This book is a collection of essays by founding Vice-Chancellors of Open Universities in Europe, North America and Asia.

It covers the philosophy and techniques of open universities in Canada, China, Germany, India, Indonesia, Japan, Spain, Thailand and the United Kingdom.

Varanasi, Lalini. **Education, Literacy and Experience.** New Delhi, A.P.H. Publishing Corporation, 1997, p 113, Rs.200.

The book is an attempt to examine the current issues centred around literacy; 'experience' and

education and their inter-relationship. It also highlights the importance of understanding how knowledges, subjectivities and social practices are produced in the institutions of learning and other cultural spheres to invent critical literacies and emancipatory pedagogies.

Jolly, K.G. **Family Planning in India, 1969-1984. A District Level Study.** Delhi, Hindustan Publishing Corporation, 1986 p.287.

The Family Planning Programme in India has got only partial success in spite of huge inputs in terms of both money and efforts. In this book an attempt has been made to analyze differential performance in different districts of the country. This book analyses the performance of the family planning programme for the period of more than a decade as this period was the most crucial in terms of population growth.

It is divided into eight chapters. The first three are devoted to the background of the family planning programme and details as to how the programme was initiated in the country. These are followed by three chapters which describe the measurement of performance of family planning programme at state and district level. This is followed by the financial outlays to find out the cost effectiveness of the programme. In the last chapter findings and conclusions of the study have been given.

Goel, S.L. **Family Planning Programme and Beyond : Policy and Administration.** New Delhi, Deep and Deep Publications, 1990 p 342 Rs.300.

The book has been divided into seven chapters dealing with historical

analysis of the programme, policy framework, organisational structure, information, education and communication service, beyond family planning and administrative issues. The main thrust has been on the examination and analysis of the administrative implications of the family planning programme. The main theme of various chapters has been to suggest the techniques for managerial improvement of the family planning programme.

Srivastava, S.K. **Family Planning and Population Problem in India.** New Delhi, Commonwealth Publishers, 1989 p 200 Rs.250.

The book presents a comparative outlook of belief, knowledge, source of knowledge and practice of the family planning methods among rural and urban people. It also attempts to find out the number of children, desired by the couples and necessary time spacing between their births.

Siva Raju, S. **Regional Development and Family Planning.** Delhi, Daya Publishing House, 1987 p.231 Rs.150.

In this book various determinants of contraceptive behaviour have been studied across different geographical regions and cultural groups in Aridhra Pradesh. They include socio-economic, demographic, cultural, ecological, health and other progress variables which influence contraceptive behaviours. It has rationalised inputs for making differential efforts on a scientific basis so as to strengthen the family welfare programme among different diverse regions and cultural groups all over the country.

The book has revealed that at least ten major variables are related to socio-economic, demographic, cultural

groups; modernisation, communication and health fields influence contraceptive behaviours among two cultural groups.

Sharma, A.K. **Fertility and Family Planning in Rural Areas**, Delhi, Mittal Publications, 1987 p 164 Rs.110.

This book contains the report of a longitudinal study made to explore the fertility behaviour and family planning patterns in Uttar Pradesh.

It aims at finding out the fertility and family planning behaviour and related social characteristics of the

population, family planning workers management and the organization of the family planning programme itself. It also gives notes on economic, sociological and psychological approaches to the process of fertility. It deals with fertility changes, acceptance of family planning methods, marriage, sex preference, nuptial relationship etc.

Aiyappan, A. and Mahadevan K. **Population and Social Change in an Indian Village** (Quarter Century of Development in Managadu Village,

Tamil Nadu). Delhi, Mittal Publications, 1988, p 290. Rs.225.

The study aims at overall appraisal of the impact of about a quarter century of modernisation and exposure to the programmes of development, family planning and health care in a Tamil Nadu village. The main focus was on demography, health and family planning. The decline in fertility and mortality among Harijans resulted in their economic and social development.

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# IAEA

INDIAN  
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## NEWSLETTER

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### 47th All India Adult Education Conference Hardwar, November 27-30, 1997

The 47th All India Adult Education Conference of the Indian Adult Education Association will be held in Hardwar (Uttar Pradesh) on November 27-30, 1997. It is being organised in collaboration with Gurukul Kangri Vishwavidyalaya (University), Hardwar.

The theme is "Adult Education :Challenges for the 21st Century".

There will also be thematic workshops on education of senior citizens, new information technology, adult education for human rights, education of migrants and tribals and education of women and weaker sections.

The Nehru and Tagore Literacy Awards for outstanding contribution towards the promotion of adult and continuing education in the country will also be presented during the inaugural function of the Conference.

The Zakir Husain Memorial Lecture will be delivered on the occasion..

The General Body Meeting of IAEA and elections to the Council and the Executive Committee will also be held during the Conference.

An exhibition of books, posters, charts, photographs will also be organised during the Conference. The TLC Districts, SRCs, Shramik Vidyapeeths, Government Departments, voluntary organisations involved in adult, continuing education and members of IAEA have been invited to participate in the Conference.

The contact person in Hardwar is Dr. RD Sharma, Assistant Director, Department of Adult, Continuing Education and Extension, Gurukul Kangri Vishwavidyalaya, Hardwar-249 404 (U.P.).

Those desirous of attending the Conference should send delegation fee of Rs.100/- to the **General Secretary, Indian Adult Education Association, 17-B, Indraprastha Estate, New Delhi - 110 002** before **October 20, 1997.** ■

### Janardhan Rai Nagar Passes Away

Shri Janardhan Rai Nagar, Chancellor, Rajasthan Vidyapeeth (Deemed University) and the recipient of 1980 Nehru Literacy Award passed away in Udaipur on August 15, 1997. He was 86.

Shri Nagar educator, litterateur and social worker had a long and distinguished record of service to the country. The Rajasthan Vidyapeeth founded by him in 1937 has grown into a complex of educational institutions which are serving both formal and non-formal educational needs of the State. He had done pioneering work in linking adult education with skill development.

He had received awards for outstanding work in rural development and social welfare.

The Indian Adult Education Association deeply mourns his death and conveys its condolences to the members of the bereaved family and to the officials and staff of Rajasthan Vidyapeeth and Rajasthan Vidyapeeth Kul.

## Education for all : Distant as ever

Written some forty years ago, the Second Five Year Plan document talked about linking 'basic' education with agriculture, village industries and small enterprises in urban areas, the cooperation movement, development and the national extension service. This terminology reflected the ideological ethos of the fifties. It sustained Gandhian basic education for a while, though not without numerous problems and opposition. By the mid-sixties, 'basic' education and the ideals of Gandhianism had become obsolete. The new era was announced in a somewhat confusing manner by the Kothari commission. It talked about pedagogic modernism coupled with a return to subject-centred, academic education in the elementary classes. Twenty years later the National Policy on Education introduced the rhetoric of child centred learning. During the last ten years since the policy was announced, elementary education has witnessed a flurry of activity funded by foreign aid and loans. Those involved in the activity believe the country is now closer to achieving universalisation of elementary schooling which the constitution had recognised as a goal for the first decade of Independence.

There is a game of terms, and there is another game of numbers. The first game quietly substitutes 'primary' for 'elementary' in the context of universalisation. The constitution had talked about eight years of 'elementary' education, not five years of 'primary' education which the current district primary education programme (DPEP) is

intended to universalise. Really, no one is discussing elementary education these days, for no one believes that it can be universalised in the foreseeable future. It is an established fact that hardly one third of our children complete it in some fashion - that is, if we do not take into account the proportion of children who are declared 'fail' at the end of it. So, while many have Article 45 of the Constitution in mind, few mean it literally.

The game of numbers is more intricate. It consists of deciding which set of data you would put forward to make your point. As a recent report written under the auspices of a 'citizen's initiative' says, 'no two sets of statistics on primary education match'. John Kurien had spotted a wide discrepancy between the enrolment figures compiled by the government and the census figures in the early eighties, but the ministry took no clear steps to gather more reliable data. Over the last few years many organisations including state institutions and individuals have tried to assemble an accurate picture of primary education and the picture is bleak in just about every case. Some of the current foreign aided initiatives seem to have made a temporary impact here and there, but it remains hard to guess how long the impact will last. The Swedish aided project in Rajasthan and the British aided Andhra project convey an impression of something new having been achieved, but the scale of this achievement and its effect on the system remain unclear. Bureaucratic custody of the data gathered from these and other

ongoing projects in the country is so tight one can hardly judge what exactly is going on.

There is hardly a doubt that many of the foreign-funded initiatives have gone awry with problems ranging from political interference and corruption to preoccupation with trivialities. In Madhya Pradesh, the money received from the European Union and the powers newly distributed under Panchayati Raj have led to unprecedented misuse of funds and bribery. The recent arrival of more funds from the World Bank in this and other states will most likely exacerbate these problems, especially in view of the general climate prevailing in the country. In any case, the new opulence of primary education has nowhere reached the humble teacher. While consultants fly from seminar to seminar and bureaucrats through their weight around, the poorly trained, routinely exploited teacher returns from the latest workshop to continue the daily chores of teaching in the framework of an uninspiring irrational curriculum.

Fragmentation of concern and policy for children is evident in many contests. One is that of health. Schools provide little relief from the chronic cycle of ill-health and malnutrition. Mid-day meals schemes, typically launched as pre-election stunts, remain poor in resources and management where they exist at all. Most teachers are just not equipped, either mentally or physically to deal with children's health problems. Similar fragmentation can be seen between policies towards early childhood care and primary education. Primary school teaching has had

hardly any status among modern professions; early childhood care is now emerging as a profession with an even weaker status. The government expects field level coordination between the two activities, but the bureaucracies organising the two cannot act together.

Elementary education is undoubtedly spreading but it remains clueless about ways to inspire children and their teachers. The majority of middle class parents today are thoroughly disillusioned with state schools. The bulk of the peasantry and the urban poor see no prospect of education becoming relevant for their children or the teacher showing warmth towards them. Bias against village life is so central to modern education and its curriculum that one cannot imagine how the high drop-out rate of rural children can decline without drastic alternations in perspective. In the midst of increasing social disparities and smugness of the empowered, one sees no sign of such a drastic change. It is nice, of course, that the 50th anniversary of Independence is going to coincide with a constitutional amendment which seeks to make elementary education a fundamental right. With an export-led economy causing a decline in real incomes and increase in child labour, how the government will implement this laudable amendment must remain a puzzle for some time to come.

*Excerpts from the write-up of*

*Dr. Krishna Kumar, Professor of Education,  
Delhi University*

*- Times of India, Aug 13, 1997*

## *World Population Day Celebrated*

### Gujarat

11th July was celebrated as "World Population Day" by the Adult Education & Continuing Education Department of Gujarat Vidyapeeth under the Chairmanship of its Chancellor Prof. Ramlal Parikh.

Prof. Parikh presented a graphic picture of the seriousness of growing population. The World population was rapidly moving to reach the figure of 600 crores. India, with 96 crores, was fast rushing to 100 crores, he said.

Prof. Parikh emphasised the fact that this increase could not be stopped or slowed down without the eradication of women's illiteracy. He suggested certain steps like: Actual age of marriage of girls be increased by three years; There must be a social boycott of girls' early marriage; A girl's birth must be celebrated wholeheartedly; Mother-child health care must be given top priority; People, even married couples, should observe celibacy as advised by Gandhiji. Population control must not remain only a government programme but it must be a people's campaign.

Prof. Parikh said that there was a direct relation between the increase in literacy and decrease in birth-rate. Increase in literacy definitely results in decline of birth-rate.

Dr. Yashomati Patel and Dr. Vinubhai Patel emphasised the need to stabilise population.

### Tirupati

Population Education Resource Centre, Department of Adult Education, Sri Venkateswara University, Tirupati(AP) organised population awareness programme for NCC students of Degree Colleges on the World Population Day. 200 students participated.

Inaugurating it, Prof. R Ramamurthi, Vice-Chancellor, SV University, said that population problem is a people's problem and all section of people should lend support to control it. Col. M Ramakrishnan, Commander, NCC group who presided over the meeting appealed to students to spread the message of population education in rural areas.

Resource persons from different departments of the University spoke on the occasion.

Earlier, Dr. D Janardhana Reddy, Director of the Department welcomed the chief guest and participants. Dr. J Kumaraswamy proposed a vote of thanks. ■

### **APS University Starts Degree Course in HRD**

The Department of Adult, Continuing Education and Extension, APS University, Rewa (Madhya Pradesh) has started M.A. Course in Human Resource Development from the current academic session. It has also started Masters in Extension Education. ■

## Identifying Strategies for Continuing Education Programmes

The Department of Adult, Continuing Education & Extension, University of Delhi and Education Centre YMCA, New Delhi jointly organised a conference on Identifying Strategies for Continuing Education Programmes on August 2, 1997 in New Delhi. Prof. KR Sharma, Dean, Faculty of Social Sciences, University of Delhi in his inaugural address emphasised the need for intensifying efforts in Continuing Education so as to enable people to get new knowledge and information. Information Technology revolution had opened new vistas of knowledge and wisdom, he said. So concerted efforts needed to be made. He felt NGO's working among the masses should collaborate with institutions of higher learning and open learning to provide comprehensive educational programmes. A mechanism of networking among them was necessary.

Among others who spoke on the occasion were Prof. SK Panda from IGNOU, Dr. DD Aggarwal from Delhi University, Dr.(Mrs) Manorma Bawa, Secretary General, All India Women Conference, Smt. Seema Malhotra, SCOPE-PLUS and Ms Sunita Yadav.

Representatives of different organisations working in adult, continuing education attended.

The valedictory address was delivered by Mr. Sundram, Director, Institute of Civil Services, YMCA, New Delhi. ■

## Helpline Counselling Service at Delhi University

The Department of Adult Continuing Education and Extension, University of Delhi has started Helpline Telephone Counselling on HIV, AIDS, STD, Drug Abuse, Adolescent Issues. The service is available on Telephone Numbers : 7277280, 7257725/303 from 9.00 a.m. to 12.00 noon and from 4.00 p.m. to 5.00 p.m. from Monday to Friday.

Further information can be had from Prof. KR Sharma, Head of the Department or Shri Rajesh, Project Officer of the Department.

## Ph.D. Awarded

C Subramanian, Assistant Director, Department of Adult Education, Tamil University, Thanjavur has been awarded Ph.D. degree in Sociology by the Bharathidasan University, Tiruchirappalli for his thesis titled "Changing Socio-economic Conditions of Scheduled Castes in Thanjavur District".

The study shows that scheduled castes are the greater beneficiaries than non-scheduled castes in availing benefits from development programmes. Their socio-economic condition is far better than ten years before. ■

## N.C. Pant Honoured

Shri NC Pant, Joint Secretary, Indian Adult Education Association has been recently elected President of Mhow Bar Association (MP). ■

## C.K. Dandiya is Dead

Smt. Chandra Kanta Dandiya, former Director, Department of Adult Education, University of Rajasthan and former Vice-President, Indian Adult Education Association (1975-78) died in Jaipur on August 07, 1997.

## Nagappa Dead

Shri TR Nagappa, former Research Officer, Karnataka State Adult Education Council and a Life Member of Indian Adult Education Association died recently in Mysore.

Shri Nagappa had worked extensively on follow-up literature for neo-literates.

## IAEA RECENT PUBLICATIONS FOR NEO-LITERATES IN HINDI

1. Woh Banjh Nahi Thi Rs.10  
*Vimla Lal*
2. Suraj Ka Rasta Rs.18  
*Jaipal Tarang*
3. Kabhi Na Hon Bimar Rs.10  
*Shiv Govind Tripathi*
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*Meenakshi Swami*

Available at

INDIAN ADULT EDUCATION  
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17-B. I.P. ESTATE  
NEW DELHI - 110 002

## *Disturbing population trends in India*

*Firoz Bakht Ahmed*

For improving the quality of life of her people, India adopted family planning as a national programme right from the First Plan. Better living standards being the cherished goal of the nation, education, health, maternity, child care and nutrition were emphasised. But 45 years later, the Indian population is far from being under control. Economists say that sustained development cannot be achieved without stability in the rate of population growth.

Of the many factors that contribute to stability, literacy happens to be the most significant. Some European economists feel that a 70 per cent literacy rate is the minimum threshold level for an economic take-off in a country. In 1981, India's population reached the 683.2 million mark after having risen to a growth rate of 2.23 per cent in 1981. Today the growth rate is 1.97 per cent but there is a threat of it reaching the 1,000 million mark. These statistics have been sounding alarm bells about the continuing pressure on land and resources. Jhuggi clusters and slums in all the metropolises have proved that the Centre as well as the State governments have failed to provide housing facilities and other civic amenities. But the political parties regard these slum dwellers as their potent vote banks.

There is no doubt that the population growth rate of 2.23 per cent per annum during 1981-91 as compared to the growth rate of 2.32

per cent of 1961-71 is perceived as the beginning of a downward trend. But the expected aim has not been achieved. The results of our family planning programmes since 1951 have not been commensurate with our expectations and resources used for the purpose. The biggest obstruction is illiteracy especially among women. According to a survey conducted by the National Family Health Survey during 1992-93, it was revealed that one out of four women do not have any idea of modern methods of birth control such as the pill, IUD or condoms. In India more than 65 per cent girls are married in the 13-18 age group. Among Muslims the percentage is more than 80. About 20 per cent of Muslims girls are married when they are only 12. Kerala and Tamil Nadu are the only exceptions as far as the marriage age is concerned. The birth rate in Kerala is 16.7 per cent against the national target of 20 by the time the country enters the year 2000. The literacy rate of women is 87 per cent in Kerala. In Tamil Nadu, the birth rate is 17.6 per cent and the literacy rate among women 80.55 per cent.

The States in the south seem to be on the right track but those in the north lag far behind. Uttar Pradesh has the highest birth rate of 36.8 per cent, Bihar 36.2 per cent, Rajasthan 33.4 per cent and Madhya Pradesh 32.6 per cent. According to an NCERT demographer, in certain target areas when the age of marriage was

brought down to 22 years, the birth rate also came down. Even a year's difference resulted in a decline of the fertility rate. Uttar Pradesh, Bihar, Rajasthan, Madhya Pradesh and Punjab have a combined female literacy rate of 37.8 per cent. Total fertility rate in these States is 4.7 per cent with UP topping at 5.5 per cent.

The main reason for the fall in the fertility rate of educated women is the fact that they tend to marry later than the illiterate women and make better use of family planning methods. The literacy rate in some areas of UP, Bihar and Rajasthan is as low as 8 to 10 per cent and the total fertility rate as high as 6 per cent. The fertility rate per woman in West Bengal is 4.4 and in Orissa 4.5 per cent.

According to a study conducted by the Tamil Nadu Muslim graduates Association, 25 per cent of married couples in the rural areas showed interest in family planning but the lack of resources and services in the village defeated their purpose. Literacy in India means completion of the primary stage of education and therefore the anticipated results have not been achieved. Better results were seen in women having completed at least secondary education. Further, women work participation rate also has a bearing on their fertility rate. In view of the importance of female literacy and their participation in the work force in curbing the growth rate of population, there is an urgent need to reduce the gender gap with respect to education and employment. ■

## Women and Girls in Maldives

The MALDIVES, in Sanskrit meaning a garland of islands, comprises 1,190 islands spread across the equator in the middle of the Indian Ocean. The islands are grouped into 24 natural atoll formations spread over an area of 233,000 square kilometres. Few of the islands have a larger land area than 1 square kilometre, and the average elevation above sea level is only 1.6 metres. The population stands at about 253,000 and is expected to top 286,000 by the turn of the century. The population growth rate of around 3.6 is one of the highest in the world.

Approximately 200 of the islands are inhabited, and only three islands have more than 4,000 residents. The capital island, Male, is home to about 24 per cent of the total population, with about 61,000 inhabitants. The population of Male itself has doubled in the past decade. This huge growth arises from new births and also migrants coming to Male from outer islands. The high migration to Male is attributed to limited facilities, services and opportunities in outlying islands. Congestion in Male is severe, with more than 12 people per average dwelling. The population of the

Maldives is young; 47 per cent of the population are under 15 years of age.

Significant progress has been made in the social sector over the past 20 years. In 1975 the infant mortality rate was over 100 per 1,000 live births, but today it is around 50. During the same period the child mortality rate

There is great pressure upon the shoulders of a young teenage mother who must look after herself and one or two children. Divorced women usually remarry and it is not uncommon for women and men to divorce and remarry five or six times. At 66 per cent, the Maldives has the highest divorce rate in the world. While the social norms readily allow for divorce

and re-marriage, many parents do not seem to understand the negative consequences of divorce upon children and this has now become a worry for society.

There is no apparent advantage given to boys in terms of access to medical care. A recent UNICEF study found no

gender differences in school enrolment up to grade seven. The net enrolment in primary and middle school grades is about 95 per cent. However, from grade eight onwards more boys than girls attend schooling. Subtle pressures such as higher expectations regarding social obligations guide girls to adhere to the duties customarily undertaken by women: those of wife and mother. This social pressure means girls have less opportunity and encouragement to pursue higher education than boys.

- Real Lives

### Statistics

Population (millions)	0.3	Crude birth rate (per 1,000 population)	39.4
Population < 15 years (%)	47	Crude death rate (per 1,000 population)	7.7
Total fertility rate	6.2	Adult literacy rate (%)	
Population growth rate (% per year)	3.6	Total	93
Population doubling time (years)	19	Female	93
Maternal mortality rate (per 100,000 births)	300	Female labour force (%)	18
Infant mortality rate (per 1,000 live births)	50	Life expectancy (years)	
		Female	66
		Male	63
		GNP per capita US \$	900

has fallen from 150 to 45 deaths per 1,000. One result of the falling infant mortality rate has been a ten year gain in the average life span of Maldivians. By contrast the maternal mortality rate is giving cause for concern. Out of every 1,000 women giving birth, on average three die from pregnancy and childbirth related causes. This is one of the highest maternal mortality rates in the world.

Marriage under the age of 18 is still common practice. Marriage for a Maldivian girl can often mean an unstable relationship and early marriage is often followed by divorce.

**Journals & Newsletters on  
Adult, Continuing Education & Population Education  
A Select Bibliography**

**Abhigyan.** Foundation for Organisational Research and Education. Adhitam Kendra, B-18 Qutab Institutional Area. New Delhi-110 016.

Periodicity : Quarterly.

Subscription Rs.150, US\$ 35.

**Adult Education and Development.**

Institute for International Cooperation, German Adult Education Association (DVV), Obere Wilhelmstrasse 32 D53225 Bonn.

Periodicity : Half Yearly.

Subscription : Free to Adult Education Workers.

**Adults Learning.** The National Institute of Adult Continuing Education (England and Wales) 21 De Montfort Street, Leicester LE 17 GE, U.K.

Periodicity : 10 Times a year (Sept.-June).

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

**Connection.** A Bell and Howell Company 300 North Zeeb Road, P.O. Box 1346, Ann Arbor, MI 48106-1346 USA.

Periodicity : Bi-annual

Subscription : Not Mentioned

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

Periodicity : Quarterly

Subscription : \$39.00

**Education.** Institute for Wissenschaftliche Zusammenarbeit, Vogtshaldenstrasse 24, D-72074 Tubingen, Federal Republic of Germany.

Periodicity : Half Yearly

Subscription : Not Mentioned

**Education International.** Education International, 155 Boulevard Emile-Jacqmain(8th Floor), 1210 Brussels, Belgium.

Periodicity : Quarterly

Annual Subscription : 600 Belgian Franc

**EFA 2000 Bulletin.** EFA Forum Secretariat, UNESCO, 7 Place de Fontenoy 75352 Paris 07SP, France.

Periodicity : Quarterly

Subscription : Free on Request

**Flash : Family Life and Sexual**

**Health.** Family Planning Association of India (FPAI) Sexuality Education Counselling Research Training/Therapy Centre, 5th Floor, Cecil Court, Mahakavi Bhushan Marg, Mumbai - 400 039.

Periodicity : Monthly

Subscription : Not Mentioned

**Focus on Population Environment**

**Development.** Population Foundation of India, B-28 Qutab Institutional Area, New Delhi - 110 016.

Periodicity : Quarterly

Subscription : Not Mentioned

**Gandhi Marg.** Gandhi Peace Foundation, 221-223 Deen Dayal Upadhyaya Marg, New Delhi - 110 002.

Periodicity : Quarterly

Annual Subscription : Rs.180, \$40

**Glimpses : Pre - Primary and Elementary Education Newsletter.**

NCERT, Sri Aurobindo Marg, New Delhi - 110 016.

Periodicity : Quarterly

Subscription : Not Mentioned

**Health for the Millions.** Voluntary Health Association of India, Tong Swasthya Bhawan, 40 Institutional Area (Behind Qutab Hotel), New Delhi - 110 016

Periodicity : Bi-monthly

Annual Subscription : Rs.120

**Humanscape.** Foundation for Humanization. P.O. Box 26922, Santacruz (West) Mumbai - 400 054.

Periodicity : Monthly

Annual Subscription : Rs.200

**IASSI Quarterly.** Indian Association of Social Science Institutions, Institute of Applied Manpower Research, Indraprastha Estate, New Delhi - 110 002

Periodicity : Quarterly

Subscription per Journal : Rs.50

**ICAE News.** International Council for Adult Education, Suite 500, 720 Bathurst St., Toronto, Ontario, Canada M5S 2R4.

Periodicity : Monthly

Subscription : Free

**ICCW Journal.** Indian Council for Child Welfare, 4, Deen Dayal Upadhyaya Marg, New Delhi - 110 002

Periodicity : Half Yearly

Subscription : Not Mentioned

**Indian Psychological Abstracts and Review.** Sage Publications India Pvt.

Ltd., M-32 Greater Kailash Market I, New Delhi - 110 048.

Periodicity : Bi-annual

Annual Subscription : Rs.275

**International Labour Review.**

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

Periodicity : Quarterly

Subscription : \$ 72

**Journal of Educational Planning and Administration.** National

Institute of Educational Planning and Administration, 17-B, Sri Aurobindo Marg, New Delhi - 110 016.

Periodicity : Bi-annual

Annual Subscription : Not Mentioned

**Journal of Institutional Development.** (Innovations in Civil

Society). Society for Participatory Research in Asia, 42 Tughlakabad Institutional Area, New Delhi - 110 062.

Periodicity : Bi-annual

Annual Subscription : Rs.125

**Journal of Rural Development.**

National Institute of Rural

Development, Rajendra Nagar, Hyderabad - 500 030

Periodicity : Quarterly

Annual Subscription : Rs.230, \$ 50

**La Education.** Department of Educational Affairs, 1889, F. Street, NW, 2nd Floor, Washington, D.C. 20006, USA.

Periodicity : Quarterly

Subscription : \$10

**Life and Education in Finland.** The Society for Culture and Education (Kansanvalistusseura), Museokatu 18 A 2, 00100 Helsinki, Finland.

Periodicity : Quarterly

Subscription : Not Mentioned

**Occupational Environmental**

**Health.** Society for Participatory Research in Asia, 42 Tughlakabad Institutional Area, New Delhi - 110 062.

Periodicity : Quarterly

Annual Subscription : Rs.70, \$ 13

**Open Learning.** National Open School, B-35 Kailash Colony, New Delhi - 110 048.

Periodicity : Bi-monthly

Annual Subscription : Rs.90

**Participation and Governance.**

Society for Participatory Research in Asia, 42 Tughlakabad Institutional Area, New Delhi - 110 062.

Periodicity : Quarterly

Annual Subscription : Rs.60, \$13

**Sampark Newsletter.** Parivar Seva Sanstha, J-125, Saket, New Delhi - 110 017.

Periodicity : Quarterly

Annual Subscription : Not Mentioned

**Social Action : A Quarterly Review of Social Trends.** Indian Social

Institute, 10 Institutional Area, Lodi Road, New Delhi - 110 003.

Periodicity : Quarterly

Annual Subscription : Rs.150, \$55

**Social Welfare.** Central Social Welfare Board, Samaj Kalyan Bhavan, B-12 Tara Crescent, Institutional Area South of IIT, New Delhi - 110 016.

Periodicity : Bi-monthly

Annual Subscription : Rs.12

**Teacher Today.** Primary and Secondary Education, Rajasthan, Bikaner - 334 001.

Periodicity : Quarterly

Annual Subscription : Rs.48

**Workers Education.** Central Board for Workers Education, North Ambazari Road, Nagpur - 440 010.

Periodicity : Quarterly

Subscription : Not Mentioned

**World Health.** World Health Magazine, World Health Organization, CH-1211, Geneva 27, Switzerland

Periodicity : Bi-monthly

Subscription : \$25



### C.L. KUNDU AND KAMALA RANA SELECTED FOR NEHRU AND TAGORE LITERACY AWARDS

The Nehru and Tagore Literacy Awards for 1997 have been awarded to Prof. CL Kundu, Vice-Chancellor, Himachal Pradesh University and Smt. Kamala Rana, President, Optimum Resource Development Agency, New Delhi.



*Prof. CL Kundu*

The Awards instituted by the Indian Adult Education Association are announced every year on the eve of International Literacy Day for promotion of literacy and adult education in the country.

Prof. Kundu has been selected for the 31st Nehru Literacy Award

for his outstanding contribution in promotion and development of adult education in the country. Prof. Kundu has the distinction of producing for the first time modules for numeracy and jurisprudential method of generating awareness programme.

Prof. Kundu has developed new methods of teaching and learning. As Director, Centre for Adult/Continuing Education, University of Kurukshetra he has imparted literacy to 242 non literate employees of the University.

He has provided tremendous support and guidance to the Adult and Continuing Education programme in the Universities.

Prof. Kundu has undertaken various research studies in adult education and has written extensively on the subject.

Smt. Kamala Rana has been awarded the 11th Tagore Literacy Award for her pioneering work in integrating literacy with rural development for women in several states of the country. She has organised thrift and credit cooperatives for women for income generation among poor communities and has organised health cooperatives,

integrating literacy, vocational training, mother and child care.

She represented India in UN Women Conference in Mexico. She has also worked for Literacy Projects in some South-East Asian countries.



*Smt. Kamala Rana*

Smt. Rana, former Consultant, Girls' Education, UNICEF has written comprehensively on adult education for women. ■

#### Garg New Chancellor of Rajasthan Vidyapeeth

Shri BS Garg, President, Indian Adult Education Association has taken over as Chancellor of Rajasthan Vidyapeeth, Udaipur (Deemed University).

Our Congratulations!

## Research should Give Innovative and Practical Suggestions

Shri Bhaskar Chatterjee, Director-General, National Literacy Mission, Government of India said in New Delhi on September 10, 1997 that researchers should not begin research with known inferences. He said that research should only be taken by those who have inquisitive mind.

Shri Bhaskar Chatterjee was delivering the inaugural address of the two-week Research Methodology Course organised by the Indian Adult Education Association in New Delhi on September 10, 1997.

Shri Chatterjee said that research should not be superficial and the researchers should come up with suggestions and findings which are innovative,

reliable and unconventional. He said that research findings should be discussed threadbare before being finalised.

He suggested that whatever was available on the subject must be read thoroughly before undertaking any research activity. Planning for

research, he said, should be thorough and the prepared plans should be discussed in detail with experts and specialists in the field before giving them the final shape.

Shri Chatterjee said that there was no relevance of general findings in research and the research studies should give those suggestions which are practical and implementable.

He said that NLM will provide

Director, IAEA in his welcome address said that only through research the desired results could be achieved with confidence and reliability. He said that research could alone give answers to many questions and better insights into problems relating to adult, continuing education and population education.

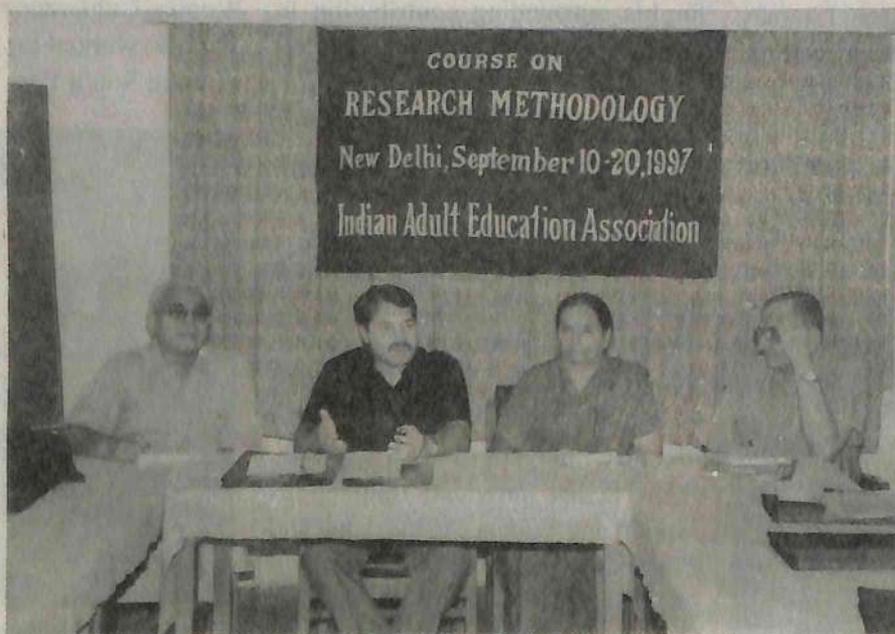
Smt. Kamala Rana, Vice-President, IAEA in her presidential remarks said that findings of the research studies should reach the functionaries at the grass-root level. This, she said, could be possible if translation of important research studies was provided to the field functionaries in regional languages.

She emphasised the need to provide integrated

approach to literacy and development.

Dr. JP Gupta, Consultant, IAEA in his vote of thanks said that research should provide new knowledge to the functionaries.

The subjects covered in the Course were Research in Adult Education, Continuing Education and



*Shri Bhaskar Chatterjee, Director-General, National Literacy Mission delivering the inaugural address. Sitting to his left are Smt. Kamala Rana, Vice-President and Shri JI Sachdeva, Director, IAEA. Sitting to his right is Dr. JP Gupta, Consultant, IAEA.*

support to the research studies in the future so that the programme was backed by research findings.

He appreciated the efforts made by IAEA to train the budding and grass-root level researchers through courses organised from time to time.

Earlier, Shri JL Sachdeva,

Population Education - The Efforts Made so Far; Identification of Research Topics in Non-formal and Adult Education; Perspective in Adult Education Research; Tools and Techniques in Research with special reference to Adult and Continuing Education; Research Design - Preparation and Evaluation; Sampling Techniques; Methods of Research : Historical and Survey Methods; Action and Applied Researches in Adult Education; TLC Evaluation : Processes and Problems; Research in Population Education; Research in Adult Education : Priorities and Issues; Participatory Research; Statistical Analysis of Data and Computer Analysis of Data.

In addition to IAEA's own faculty resource support was provided by Dr. NK Ambasht, Prof. & Head, Deptt. of Non-formal Education, NCERT; Dr. Anita Dighe, Senior Fellow, National Institute of Adult Education (NIAE); Prof. RR Singh, Prof. & Head, Deptt. of Social Work (Delhi School of Social Work), University of Delhi; Dr. MM Ansari, Director, Society for Excellence in Education; Dr. SY Shah, Director, Adult, Continuing Education Unit, Jawaharlal Nehru University; Dr. Promila Menon, Fellow, NIEPA; Shri Mushtaq Ahmed, Chairman, NIAE; Shri Chandan Datta, Society for Participatory Research in Asia(PRIA); Shri Prem Chand, Hony. Consultant, NLM & former Fellow, NIAE and Dr. YP Aggarwal, Senior Fellow, NIEPA.

*contd on page 7 col 2*

## **Fifth International Conference on Adult Education**

The fifth International Conference on Adult Education (CONFITEA V) was held in Hamburg (Germany) on July 14-18, 1997. About 1400 delegates from all parts of the world participated.

The theme was "**Adult Learning : A Key for Twenty First Century**".

In the opening session the dignitaries and educators stressed the importance of lifelong education in moving world for the young and the old.

The Hamburg Declaration on Adult Learning emphasised that adult learning throughout life is one of the keys to the 21st century. Learning throughout life implies a rethinking of content and approach to education at all levels including adult education to open up opportunities for learning for all.

The Declaration said "The potential contribution of adult and continuing education to the creation of informed citizenry, economic and social development, eradication of illiteracy and alleviation of poverty is enormous and should, therefore, be capitalized upon".

It added "The new concept of adult education presents a challenge for existing practices because it calls for effective networking within the formal and non-formal systems, and for innovation and more creativity and flexibility. Such challenges should be met by new approaches to adult education within the concept of learning throughout life. The ultimate goal should be creation of a learning society.

The Declaration on literacy said in every society literacy is a necessary skill in itself and one of the foundations of other life skills. Literacy is also a catalyst for participation in social, cultural and economic activities and for learning throughout life. The provision of learning opportunities for all, including the unreached and the excluded is the most urgent concern.

On diversity and equality the Declaration said "Adult learning must reflect the richness of cultural diversity and respect traditional and indigenous peoples' knowledge and systems of learning; the right to learn in the mother tongue should be respected and implemented. In turn, international education should encourage learning between and about different cultures in support of peace, human rights, democracy, justice, liberty, coexistence and diversity".

On health the declaration said "Health is a basic human right. Investments in education are investments in health. Lifelong learning can significantly contribute to the promotion of health and the prevention of disease. Adult education offers significant opportunities to provide relevant, equitable and sustainable access to health knowledge".

Shri BS Garg, President, Indian Adult Education Association (IAEA) and Shri RN Mahlawat, Treasurer, IAEA attended the Conference.

# Population Control - A People Centred Approach

India can justifiably be proud of the achievements made by it in socio-economic fields. However, there remains a considerable distance to be traversed before a large number of people can break free from the shackles of poverty, malnutrition and disease. Despite economic advancement, the benefits of growth and development have been neutralised to a considerable extent by an ever-expanding population.

Impressive strides have been made in the areas of housing, education, health and nutrition for the common man. And yet, we have been unable to keep pace with growing requirements for these facilities and services, even greater efforts are required to escape from the vicious circle of poverty and over population, which perpetuate each other. Our population has grown by more than two and a half times during the years after Independence. At the present rate of growth, we would exceed one billion before the end of this century.

## Early initiatives

Our planners and policymakers were acutely conscious of the need for a concerted nation-wide effort to curb population growth. As a result several programmes and initiatives for propagating family planning and the small family norm were launched. The National Family Welfare Programme, the Universal Immunisation Programme and the Child Survival and Safe Motherhood project have brought down infant and

maternal mortality rates as well as fertility rates.

There is greater awareness and application of birth control measures. Women are more conscious of the importance of proper spacing of children to ensure the health of both, mother and child. Though the rate of growth of population has declined, the present figures at 2.14 per cent remains unacceptably high.

Experience over several decades in India and abroad has convincingly demonstrated that a holistic multi-dimensional approach is required. Population growth cannot be controlled effectively, unless we also address the social issues of gender equity, literacy, cultural mores and behavioural patterns. Equally, development related issues such as poverty, nutrition, rural labour force requirements among others, impinge on the growth of population in a variety of ways.

Thus, for instance, a mother with several children finds it difficult to provide adequate nutrition, education and health care to her offspring. This results in high rates of disease and mortality, and in turn further entrenches social preferences for large families. It, therefore, becomes necessary to adopt an approach which fully integrates population concerns and social issues into development strategies.

## Empowering women

A central element in such an approach is the status of women.

Gender inequity is pervasive in our social and economic system. Perceptible differences between men and women in the rates of mortality, ages at marriage, literacy, employment and access to health facilities, testify to the lower position of women in society. Indeed, the empowerment of women is critical for the success of our efforts to control the growth of population and to foster rapid economic development. Thus States such as Kerala and Goa which have achieved high levels of literacy, including female literacy, are not only more prosperous but also have much lower rates of growth of population than States such as Uttar Pradesh, Bihar, Rajasthan and Madhya Pradesh where female literacy is much lower.

A crucial element in the spectrum of issues relating to the status of women which has an important bearing on family welfare and population control, is the availability of health facilities to women and children. In addition to proper nutrition, access to basic pre and post-natal care, will provide for a healthier environment which in turn will contribute to lowering birth rates.

In addition to providing these amenities it has been increasingly felt that our policies and projects should be tailored to meet the needs of the people and address common concerns and anxieties. Even today, misperceptions about certain types of birth control measures, such as vasectomy, persist. Deep-rooted social prejudices which include

preference for male offspring continue to adversely affect efforts for population control.

### **Ninth Plan approach**

Keeping this scenario in mind the objective during Ninth Plan period will include meeting all the felt-needs for contraception and reducing the infant and maternal morbidity and mortality so that there is a reduction in the level of fertility. This will require an assessment of the needs for reproductive and child health at Primary Health Centre level and undertaking area specific micro planning. Besides it is imperative to provide need-based, client-centered, demand-driven high quality, integrated reproductive and child health care.

The Ninth Plan envisages that welfare programmes will be directed towards bridging gaps in essential infrastructure and manpower through a flexible approach and improving operational efficiency through investment in social, behavioural and operational research. Additional assistance to poorly performing districts identified on the basis of the 1991 census will also be provided.

Though the targets set for Eighth Plan for Infant Mortality Rate are likely to be met, a significant reduction in the neonatal and maternal mortality is yet to be achieved. During the Ninth Plan, universal screening of women during pregnancy, labour and screening of neonates for risk factors, identification and management of 'at risk' individuals will be accorded priority, so as to achieve reduction in

the maternal and neonatal morbidity and mortality. Further in respect of couple protection every effort will be made to provide all the unmet needs for spacing and terminal methods.

But the key to the success of these programmes revolves around people's participation. People should feel that the programmes are in their best interest and indeed belong to them. Their association with the preparation, implementation and the monitoring of programmes, will elicit their active support and participation. Such a client-based approach, is already being implemented in the Reproductive and Child Health programme. The Ninth Plan envisages that the revitalised Panchayati Raj Institutions, which provide for a more significant participation of women, should become an effective forum to address welfare issues. Equally, it is important to associate with these programmes, non-governmental and voluntary organisations which have vast experience of working in the field and have built up a close rapport with the people. This should go a long way in ensuring the success of governmental efforts.

*-Press Information Bureau*

### **Ph.D in Adult Education**

Ch. Narayana Reddy, Life Member, Indian Adult Education Association has been awarded Ph.D in Adult Education by Osmania University, Hyderabad.

The topic for his thesis was "A Critical Study of Development Adult Education in Andhra Pradesh during the Post Independence Period". ■

### **Attention Institutional and Individual Members of IAEA**

The institutional members (in good standing) and individual members of Indian Adult Education Association have been sent invitation to participate in the 47th All India Adult Education Conference in Hardwar on November 27-30, 1997.

They have also been sent notice of General Body Meeting, programme of elections and the nomination forms.

If any member has not received the above letter, notice and the forms, he/she may write to the General Secretary immediately.

### **Haque Elected Secretary, TLC, Nawadah, Bihar**

Shri Mokhtarul Haque, Managing Director, National Development and Social Welfare Council, Nawadah and Life-member, Indian Adult Education Association has been recently elected Secretary, Total Literacy Campaign, Nawadh, Bihar.

### **Books Released on the International Literacy Day**

On the International Literacy Day Function in New Delhi on September 8, 1997 the President of India, Shri KR Narayanan released the following books:

1. Spirit of Literacy
2. Making Literacy Work
3. Alfaz Bolte Bhi Hai  
by KL Zakir

Shri Zakir is a member of Executive Committee of IAEA.

## Women and Girls in Bangladesh

By tradition and norms women in Bangladesh are oppressed by a much lower status than that afforded to men. They face discrimination in nearly every sphere of life, starting at birth and continuing through adolescence and marriage. In most households boys are fed much better than girls, particularly once weaning begins, resulting in greater risks of malnutrition and disease for girls. One study showed that boys under five years of age were given 16 per cent more food than girls of a similar age. Parents are slower to seek medical help for a sick girl. Recent data has also shown that immunization coverage is less for girls than for boys.

### Mortality

Mortality rates for children vary considerably between males and females in Bangladesh. According to a World Fertility Survey the female mortality rate in Bangladesh for

children aged between one and two years is 35-40 against 26 for males. For children aged between two and five years the rate is 69 for girls against 58 for boys.

A national objective is to reduce infant and maternal mortality. Both

contribute to such high deaths and young women especially are the victims in such cases.

### Education

Higher expectations lead parents to invest more in their sons than their daughters. As a consequence discrimination against girls continues

as they grow older. Nearly 56 per cent of girls have no access to primary schooling and the drop-out rate of girls who are enrolled in school is about 60 per cent - much higher than that of boys. In Bangladesh, 78 per cent of women living in rural areas cannot read or write, and across the country as a whole the male literacy rate is nearly double that of females. Parents with low incomes are apparently less

willing to invest in their daughters' education compared to their sons'. A daughter is brought up to feel weaker, less useful to the family and less valuable to society. She suffers a tremendous loss of self-esteem which, in a vicious circle, further reduces her potential to contribute.

## Statistics

Population (millions)	119.8	Crude birth rate (per 1,000 population)	33.7
Population < 15 years (%)	40	Crude death rate (per 1,000 population)	11
Youth 15-24 years (%)	21.4	Adult literacy rate (%)	
Total fertility rate	3.7	Total	38
Contraceptive prevalence rate (% married women)	45	Female	26
Population growth rate (% per year)	2.0	Education (%)	
Population doubling time (years)	35	Primary	
Maternal mortality rate (per 100,000 births)	480	Female	71
Births attended by TBA (%)	7	Male	83
Infant mortality rate (per 1,000 live births)	88	Secondary	
		Female	12
		Male	25
		Female labour force (%)	8
		Life expectancy (years)	
		Female	57
		Male	57
		GNP per capita US \$	230

rates are very high in Bangladesh: infant mortality is 88 per 1,000 births and maternal mortality is 4.8 per 1,000 live births. A total of 8,000 women die out of the estimated 800,000 women who annually seek out abortion. Unsafe induced abortion, unsafe birth practices and teenage pregnancy

Girls who are illiterate and prone to endemic poverty are vulnerable to deception by women traffickers, being taken into the cities for prostitution or sold out of the country. Those girls who are the lucky ones get work in garment factories or as household maids.

### Employment

Economic segregation due to non-accessibility of job opportunity limits young women's ability to earn cash income, which strengthens women's subordination to male authority. Normally, girls start working at an early age as mothers' helping hands, gradually taking over all responsibilities and becoming active participants in a family-based production system. Although girls are overworked in terms of domestic workload and they contribute long hours to the household economy, their activities are undervalued since they draw no income. The only possible route to status and respect for girls is through marriage and childbirth.

### Marriage

Adolescent married girls are less emancipated, less empowered and less mobile than those married at older ages. Normally, most of the decisions taken that concern adolescent married girls are taken by in-laws and husbands. In some cases service providers find it difficult to meet young wives without the consent of their in-laws. As a consequence, the access of young wives to family planning information and

contraceptives can be very limited.

In Bangladesh, early marriage is a determinant for high fertility since the country has one of the highest rates of early marriage and childbearing in the world. According to a Bangladesh fertility survey in 1989, as many as 48 per cent of women aged between 15 and 19 are married each year. The survey also indicated that at the age of 19 about 60 per cent of women are already mothers, or are pregnant. It is evident that adolescent childbearing is especially high among rural, illiterate women who are less empowered and suffer greater discrimination from society than educated women from urban backgrounds.

In Bangladesh the age of marriage for women has been slowly raised over a period of time. In 1951 the average age at marriage was only 14.4. By 1981 it had risen to 16.6. In 1983 the legal age for the marriage of girls was raised from 16 to 18 years. But a considerable proportion of girls are still getting married much earlier than this legal age.

- Real Lives

### **Research Methodology Course.....**

(contd from page 3 col 1)

Study visits to National Institute of Adult Education (NIAE); Directorate of Adult Education (DAE) and National Institute of Educational Planning and Administration (NIEPA) were arranged.

12 participants representing SRCs, Shramik Vidyapeeths, Universities and NGOs from seven States participated. ■

### **College-Community Linkages be Strengthened**

The Centre for Adult, Continuing Education and Extension (CACEE), University of Kerala organised a Seminar on International Literacy Day in Thiruvananthapuram on September 8, 1997. The subject was "role of college students in continuing education".

Inaugurating it, Dr. N Babu, Vice-Chancellor of the University said that linkages between institutions of higher education and community are to be strengthened for the development of the community. He stressed the need for involving college teachers and students in strengthening the continuing education programmes.

Earlier, Dr. V Reghu, Director, CACEE in his welcome speech outlined the role played by the Centre in TLC/PLC in the State.

An essay competition for college students was also conducted on the occasion. ■

#### IAEA RECENT PUBLICATIONS FOR NEO-LITERATES IN HINDI

- |  |       |
|--|-------|
| 1. Woh Banjh Nahi Thi<br><i>Vimla Lal</i>            | Rs.10 |
| 2. Suraj Ka Rasta<br><i>Jaipal Tarang</i>            | Rs.18 |
| 3. Kabhi Na Hon Bimar<br><i>Shiv Govind Tripathi</i> | Rs.10 |
| 4. Palna<br><i>Ravinder Pal</i>                      | Rs.08 |
| 5. Nai Samajh<br><i>Sharda Kumari</i>                | Rs.10 |
| 6. Yeh Hai Buri Bimari<br><i>Meenakshi Swami</i>     | Rs.12 |

Available at

INDIAN ADULT EDUCATION  
ASSOCIATION  
17-B, I.P. ESTATE  
NEW DELHI - 110 002



## DOCUMENTS

Kirmayer, Paul and Pinnes, Noy Eds. **Adult Education in Israel**. Jerusalem, Adult Education Division, Ministry of Education, Culture and Sport, State of Israel, 1997. pp 263.

The document comprises of articles that deal with specific subjects: adult education as a profession and as a discipline, policy and directions of adult education, adult education and the media, cooperation between Israel and other countries in the field of adult education.

The first cluster of articles comes under the heading "Adult Education as a Profession and as a Discipline". It examines the essence of term "adult education" from various points of view. This group of articles discusses the needs and the motivations that drive the adult learner. The issue of training of the adult educators has also been discussed in this section.

The second cluster of articles "Policy and Directions of Adult Education" deals with the practical aspects of the field. It also presents some perspective inside the issue of curriculum development, the difficulties faced by the Ethiopian Jewish Community as it strives for acquiring a new language, education for peace and future trends in adult education.

The first article of third cluster examines "Distance Education in Israel". Other articles generally deal with the interaction between the mass media and adult education and its various ramifications, with a special emphasis on television.

The last cluster of articles surveys some contacts between Israel and other countries in the field of adult education.

Nirantar, Eds. **Learning to Survive : Exploring Linkages between Adult Education and Survival. A Report on a Follow-up Workshop on the Participatory Research Project "Innovation in Adult Education" (INNAE) held in Hua Hin, Thailand, from Sept 9-13, 1996**. Bonn, Education, Science and Documentation Centre (ZED), 1997. pp 112.

The objective of the Seminar was to re-examine education practices and see how education and survival issues are (or can be) brought together in a structured learning process. How are grassroots groups integrating the two? Do groups working on development issues recognise any of their work as education? If so, how do they organise it? Where does literacy fit in? At what point in the groups' work does education get articulated as a need.

The range of issues discussed in the Seminar included domestic violence, trafficking in women and children, HIV/AIDS, income generation and micro-credit, organising indigenous communities, human rights, women's empowerment and awareness-raising.

The report is divided into two sections. Section I provides a perspective on the issues of the Seminar, followed by a description of

the main issues discussed. Section 2 contains summaries of the case studies and an overview of adult education in the region.

Mopafu, Stanley T. **The Women's Movement, Adult Education and Globalization : Women's Agencies in Zimbabwe**. Convergence, Vol.29, No.4, 1996. pp 58-66.

This article examines the educational programmes of women's agencies in Zimbabwe with a focus on the practice of adult education and the current trends of globalization. Its purpose is three fold (1) to illustrate in what ways women's programmes are consistent with the practice of adult education; (2) to indicate ways in which the women's movement, as reflected in the works of women agencies, is compatible with and a manifestation of globalization trends; and (3) to determine the implications of globalization on the provision of adult education.

Mauch, Werner and Papen, Uta Eds. **Making Difference : Innovations in Adult Education**. Wien, Frankfurt, am Main, Peter Lang, 1997. pp 216.

This publication describes how innovative projects are being developed and implemented. But more profoundly, it is a book about how groups of adults are involved in learning projects, how they interact in such activities and create a stimulating learning environment. Finally, this book discusses ways to encourage women and men to become more reflexive and creative in their daily lives and their communities.

**GARG RE-ELECTED PRESIDENT, IAEA**

**Prof. BS Garg**, Chancellor,  
Rajasthan Vidyapeeth, Udaipur has



*Prof. BS Garg*

been re-elected President of the Indian Adult Education Association at a meeting of the Council held in Hardwar(UP) on November 30, 1997.

**Sarvshri KC Choudhary**, **RN Mahlawat** and **NC Pant** have also been re-elected as General Secretary, Treasurer and Joint Secretary respectively.

The following Office-Bearers and Members of the Executive Committee have been elected for a three-year term.

**President**

Prof. BS Garg  
(Rajasthan)

**Vice-Presidents**

Shri BN Kamble  
(Maharashtra)  
Prof. BB Mohanty  
(Orissa)  
Shri BL Parakh  
(Rajasthan)  
Dr. KS Pillai  
(Kerala)  
Smt. Kamala Rana  
(Delhi)

**General Secretary**

Shri KC Choudhary  
(Madhya Pradesh)

**Treasurer**

Shri RN Mahlawat  
(Haryana)

**Joint Secretary**

Shri NC Pant  
(Madhya Pradesh)

**Associate Secretaries**

Shri AL Bhargava  
(Madhya Pradesh)  
Prof. Nanubhai Joshi  
(Gujarat)  
Shri AH Khan  
(Bihar)  
Smt. Manju Lohumi  
(Himachal Pradesh)

**Members**

Smt. Rajashree Biswas  
(West Bengal)  
Shri Sudhir Chatterjee  
(West Bengal)  
Smt. Nishat Farooq  
(Delhi)  
Dr. Arun Mishra  
(Uttar Pradesh)  
Shri SS Nandwana  
(Rajasthan)  
Smt. Indira Purohit  
(Rajasthan)  
Shri S Ramesh  
(Tamil Nadu)  
Shri TK Ray  
(Orissa)

## KNOWLEDGE IS POWER...

... that should be accessible to all, said participants at  
Global Knowledge 97

Organised by UNESCO, the World Bank and the Canadian Government, Global Knowledge 97 (Toronto, June 22-25) was a conference unlike most: it deliberately did not try to come to any conclusions and it embraced just about every international organization directly or remotely connected with trying to improve the lot of the world's most impoverished countries.

### TWO-WAY KNOWLEDGE

The general consensus of the conference, however, was that it made little difference about how knowledge was disseminated - as long as it was disseminated to those who needed it the most, the poor.

They needed the information, said several speakers, to help improve their own lives; but they could also teach the so-called industrialized world a thing or two, if the communications were there.

Fawzi Al-Sultan, the president of the International Fund for Agricultural Development, told the conference: "It was long conventional to think of the millions of poor farmers, herders and fishermen as backward, ignorant people.

"But as we have deepened our understanding of their lives, it has become increasingly apparent that these groups possess considerable and crucial knowledge of their own conditions - the soils they till, the patterns of their weather, the characteristics of their crops and animals."

He added: "Village communities trying to tackle a particular problem have little access to the experiences of other communities, even those nearby

who perhaps have addressed and overcome similar problems." It was therefore essential that new technologies that help with the transfer and communication of knowledge "should not remain the privilege of the wealthy...they should be made available to the poor, to reach real world solutions for real world problems"

### INFORMATION AND FREEDOM

UN Secretary General Kofi Annan went further. "Knowledge is power; information is liberating; education is the premise of progress, in every society, in every family..." he said. "It is ignorance, not knowledge, that makes enemies of men; it is ignorance, not knowledge, that makes fighters of children; it is ignorance, not knowledge, that leads some to advocate tyranny over democracy."

Annan declared: "Information and freedom are indivisible. The information revolution is unthinkable without democracy and true democracy is unimaginable without freedom of information."

Vivienne Wee, the executive director of ENGENDER, an organization working to empower women economically and politically throughout the developing world, warned that the whole "knowledge is power" notion was all very well in theory, but if it were to work in practice, women would have to be included.

The new technology now available, she believed, presented an opportunity to empower women. If that opportunity was missed the message would be meaningless to half the world's population.

"Seventy eight percent of our poor are women," said Wee. "Women produce half the world's food but own only 1% of the land; they work in houses they do not own.

Before getting too carried away though, warned Federico Mayor, we must not forget that "information is not in itself knowledge. It is the building block for knowledge.

"No one would doubt the enormous potential of the ICTs as tools for building up out of scattered information new edifices of knowledge. But (these) edifices have to be constructed - a pile of bricks is not the same thing as a building. Learners in the information age must... sharpen their skills of selection and discrimination to cope with the problems of overload and misinformation."

But what about those remote communities without electricity, let alone computers and modems? "They need people like us," said Wijtek Gwiazda, an executive producer with Radio Canada International. "The world service radio broadcasters can still get information, news and documentaries, to parts of the world where the Internet would make no sense at all."

Howard WILLIAMS, Toronto  
UNESCO SOURCES NO.92

#### Recent Publications of IAEA

- |  |       |
|--|-------|
| 1. Proudh Shiksha : Nai Dishain - BS Garg  | Rs.60 |
| 2. Literacy - Positive Indicators - Compiled & Edited by Kamala Rana                     | Rs.75 |
| 3. Turning Experiences into Learning - Cases in Adult Education - Rajani Shirur, C Ville | Rs.60 |

Available from:

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

## Population Stabilisation Remains a Distant Dream

*Nirmala George*

Stand at the crossing of the Capital's prestigious All India Institute of Medical Sciences in New Delhi on a given day and you are confronted with the frightening prospect of a country bursting at its seams.

With every passing second, the population clock located outside the AIIMS keeps ticking relentlessly, adding numbers and ceaselessly moving towards the one billion mark.

Nearly 50 years after India recognised that its burgeoning population, far from being an asset, could prove to be its biggest handicap, the country is yet to formulate a comprehensive population policy.

Thousands of crores of rupees have been allocated for family planning schemes in the past five decades, but population stabilisation remains by far an elusive goal.

From 361 million in 1951, the turn of the century will find the population crossing the billion landmark. The record of nearly 50 years of family planning programmes in India is pitiful when compared to the kind of progress made in other South Asian countries.

Recognising the dangers of a population explosion, the first government under Jawaharlal Nehru chalked out a state-sponsored family planning programme. That was in 1951.

But the programmes were never given the kind of priority they deserved, and the record of implementation in the states was spotty at best. The

attack on the root cause of rampant population growth, namely high infant and child mortality coupled with high illiteracy, especially female illiteracy, was also begun at the same time.

Indira Gandhi's imposition of Emergency saw family planning programmes being reduced almost to pogroms. Bureaucrats faced with the prospect of fulfilling quotas, hectoring and bullied the populace to round up their numbers.

After the excesses committed in the name of population control during the Emergency, family planning became a dirty word. In the post-Emergency phase, the tendency was to swing the other way. The fallout of the withdrawal symptoms that afflicted family planning programmes meant that even the most routine of schemes languished or were pursued in a lackadaisical manner.

With India poised to acquire the distinction of the world's most populous country by 2020, pushing aside China from the top slot, the need for a sharply-focussed policy becomes more than an imperative.

It is not as if high-powered committees and experts have not discussed the issue threadbare. From Indira Gandhi to Morarji Desai to Rajiv Gandhi to Narasimha Rao and now, IK Gujarat, which Prime Minister has not paid lip service to population control and promised a strategy to come to grips with the issue.

Successive governments have promised much by way of a population

policy and strategy, but failed to deliver.

In 1994, noted economist MS Swaminathan was roped in to draw up a draft population policy by the Narasimha Rao government. The Swaminathan draft recommended a number of drastic changes in the approach to the problem. It got as far as being tabled in Parliament, and has been gathering dust ever since.

Late last year, the Department of Family Welfare came out with its own version of a Statement on National Population Policy, borrowing largely from the Swaminathan draft. But, according to population experts, the isolation of the policy from social realities has meant that the entire exercise was rendered futile.

As has almost become mandatory, in his speech on Independence Day this year, Gujral too promised to come out with a national population policy. The Department of Family Welfare is reportedly working at hammering out such a plan.

But there is a danger here, as a uniform policy may not suit the varied needs of the entire country.

While states like Kerala and Tamil Nadu, are on one end of the spectrum having a birth rate considerably less than even the 2000 AD goal of 21 per thousand, there is the phenomenon of the four Hindi-speaking states of Bihar, Madhya Pradesh, Rajasthan and Uttar Pradesh.

These four problem-ridden states, clubbed together under the fitting acronym BIMARU, fare the worst when it comes to all social indicators: be it birth rate, literacy, infant mortality or life expectancy.

Since it is these four states which form 40 per cent of India's population and account for about 42 per cent of the increase in the country's population, there is need for a region-specific strategy which takes into account the inheritance of social backwardness and illiteracy and in recent years the history of political instability which have made it difficult to implement population programmes with any degree of consistency.

The latest slogan of the Health Ministry promoting the one-child family norm comes at a time when even the Chinese, realising the folly of enforcing such a rule, have changed their tune.

In India, where the survival of children cannot be surety, where there is a premium on having at least two sons before having a girl child, such a regimen would only result in people resorting to pre-natal sex tests and getting rid of females fetuses in their desire to have a single male child.

The social pressures of having at least one male child, if not more, would imply that the "one is fun" slogan would remain just that.

For the thousands of non-governmental organisations (NGOs) and grassroot-level workers who lead the field in bringing the message of population control to the people, especially in the rural areas, the lack

of a long-term, well-defined population policy is a serious shortcoming and one which has to be remedied as early as possible.

It may be politically correct to view all attempts at family planning as an assault on democratic rights. But unless efforts are made to implement a multi-pronged strategy which attacks female illiteracy, infant and maternal mortality and malnutrition on a war-footing in the larger fight for population control, the battle to ensure a better quality of life for the people of this country may well be lost.

- *The Indian Express*  
November 22, 1997

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### **Ph.Ds in Adult Education**

The following have been awarded Ph.D. in adult education:

Mrs. Pushpinder Kaur, Lecturer, Department of Correspondence Courses, Punjabi University, Patiala has been awarded Ph.D by Punjabi University for her thesis titled "Factors which Motivate Rural Female Adults to Participate in the Adult Education Programme in Relation to Some Selected Socio-personal and Economic Factors".

C Radhakrishna Murty, Lecturer, Distance Education, Indira Gandhi Open University, New Delhi for his thesis titled "A Comprehensive Study of Implementation of Adult Education Programme by Government and Voluntary Agencies in Srikakulam District of Andhra Pradesh by Andhra University, Visakhapatnam.

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### **Education India : The Next Millennium**

A three-day World Conference on Education was held in New Delhi. The theme of the conference was "Education India : The Next Millennium." The conference was inaugurated by the Prime Minister, Shri I K Gujral.

The Prime Minister, in his address, tried to awaken people to the realities of the country's education scenario. "When someone tells me our literacy rate is 52 per cent, it arouses more anxiety than satisfaction. I feel more concerned for the 48 per cent illiterates," said Mr. Gujral. "More so because I know in terms of numbers, the illiterates are far more than what they used to be," he said.

He stressed the need for building up a people's movement to tackle the problem of illiteracy, which was one of the major obstacles affecting the country's progress and development.

"It was with this in mind I had put a question, rather a suggestion, that why can't a plus two student be asked to teach at least five illiterate persons before he is given a certificate," said the Prime Minister.

He regretted his suggestion triggered cynical remarks whereas his intention was meant to give a fillip to the drive against the scourge of illiteracy. He said NGOs could play a vital role in the nation's gigantic efforts to eradicate illiteracy.

The Prime Minister reiterated the government's commitment on universal elementary education. "A Bill to make it a fundamental right is coming before Parliament in the winter session," he said.

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## Women and Girls in India

It is estimated that there are about 160 million girls below the age of 16 in India and that 12 million more are born here every year. However, 1.5 million die before their first birthday, a further 850,000 die before they reach the age of five, and only 9 million survive

to see their fifteenth birthday. Half the population of India under the age of 14 are girls. Yet girls are traditionally "invisible" in Indian society.

A disadvantaged girl is kept away from educational opportunities. She is underfed and therefore undernourished even though she is the mainstay for farming and household chores. Her work responsibility starts when she is hardly three years old, assisting her mother in the daily work. From about the age of five onwards a girl will typically carry water, gather fuel, cook, and look after younger siblings. All of this

work contributes to the economic survival of the family, but because the girl's work is unpaid she receives very little recognition.

The discrimination that girls face begins even before birth with sex determination of the fetus through

developmental measures and constitutional guarantees, girls and women still lag behind men and boys in their ability to take up educational opportunities. The literacy rate is almost double for males; for every 100 literate females there are 165 literate males. The female participation rate in education is one-third of the

total enrolment as against their population proportion of 48 per cent. Even though education is symbolized by the Goddess Saraswati, the traditional bias against girls attending school predominates.

In India girls often form a cheap source of labour in many types of jobs. Typical employment is found in factories, farms, cottage industries, middle-class houses as maid servants, building construction, mining and

quarrying, and transport - usually for long hours without fair financial compensation. Non-governmental organizations estimate that there is a total of about 45 million girls-children

### Statistics

Population (millions)	949.6
Population < 15 years (%)	36
Youth 15-24 years (%)	18.9
Total fertility rate	3.4
Contraceptive prevalence rate (% married women)	41
Number of women aged 15-49 (millions)	226.6
Population growth rate (% per year)	1.9
Population doubling time (years)	37
Maternal mortality rate (per 100,000 births)	250
Births attended by TBA (%)	70
Infant mortality rate (per 1,000 live births)	79

Average female age at first marriage (years)	20
Crude birth rate (per 1,000 population)	27.4
Crude death rate (per 1,000 population)	9.2
Secondary school enrolment (%)	
Female	38
Male	59
Adult literacy rate (%)	
Total	52
Female	39
Female labour force (%)	25
Life expectancy (years)	
Female	59
Male	58
GNP per capita US \$	310

amniocentesis, even though the laws prohibit abortions linked to gender selection. Discrimination for girls persists through childhood and adolescence. Despite all the

working in India. This includes a World Health Organization estimate of about 15,000 child prostitutes working in the brothels of Mumbai.

Access to health facilities are fewer for girls than for boys because parents pay less attention to daughter's illness than to a son's. Girl-child mortality is higher in rural areas compared to urban settings. Some of the reasons for this are:

- Gender bias - girls are assigned a secondary position next to all male family members for food, resulting in nutritional deficiency among mothers and infants.
- Absence of effective immunization of pregnant women and babies.
- Absence of growth-monitoring system.
- Poor primary health care.
- Lack of safe drinking water.
- Lack of proper health and nutrition education.

- Real Lives

### **Ruskin College, Oxford**

Ruskin College, Oxford, England invites applications from men and women over 20 years of age for entry in September 1998 one-year course in Labour Studies. There is no formal entry qualification but experience in trade union, adult education and community or labour movement helps.

Further information : Admission Secretary, Ruskin College, Walton Street, Oxford OX1 2HE, England.

### **Training Programme on HIV Aids**

The Population Education Resource Centre (PERC), Department of Adult, Continuing Education and Extension, University of Delhi in collaboration with National AIDS Control Organisation, Ministry of Health and Family Welfare, Government of India organised a three-day Training Programme on HIV AIDS in New Delhi on October 20-22, 1997.

Counsellors from Department of Psychology, Education, NSS, Medical Science, Adult Education etc. participated.

The training was conducted in Theory and Role Play Sessions.

In the programme, it was highlighted that heterosexual or homosexual intercourse is the major route of transmission of HIV.

Practical training in telephonic, personal counselling and referral services will be provided to the trained counsellors. A follow-up training after one month will also be conducted. ■

### **Open Learning Centres at Delhi University**

The Department of Adult, Continuing Education & Extension, University of Delhi has started open learning centres. It has started IGNOU sub-centre for providing technical training in computer education. It has also started a Centre of National Open School (NOS) to help family members of employees of Delhi University and its affiliated colleges to get distance education for secondary and senior secondary examinations. ■

### **Seminar on Linkage between College and Community**

The Centre for Adult, Continuing Education & Extension, University of Kerala, Thiruvananthapuram organised a Seminar on "Linkages between Institutions of Higher Education and Community" as a part of the International Literacy Day celebrations on September 8.

Inaugurating the Seminar Dr. N Babu, Vice-Chancellor of the University stressed the need for involving college teachers and students in continuing education programmes in the state. He said that linkages between institutions of higher education and community should be strengthened for the development of the community.

Dr. V Reghu, Director I/C, CACEE in his welcome speech briefly explained the role played by the centre in TLC/PLC in the state.

Teachers, students, literacy/continuing education workers, social workers, academicians and social activists participated in the programme.

An essay competition for college students was also conducted. ■

### **Rashtra Bhasha Exam for Neo Literates**

The Rashtra Bhasha Prachar Samiti, Bhopal (MP) has introduced Rashtra Bhasha Exam for the neo-literates of the total literacy campaigns in Madhya Pradesh. After completion of primer III a new literate can appear in exam equal to class V, VIII and X. The Samiti is also conducting examination for inmates of jails of Madhya Pradesh. The exams are recognised by the government.

Further information : Smt. Jaya Arya, Coordinator, Adult Education, Rashtra Bhasha Prachar Samiti, Hindi Bhavan, Shyamala Hills, Bhopal - 462 012 (MP). ■



## DOCUMENTS

Muttagi, PK. **Aging Issues and Old Age Care : A Global Perspective.** New Delhi, Classic Publishing Company, 1997. pp 200, Rs.215.

The volume starts with a brief discussion on aging, demographic characteristics of the aging population and its problems. It also discusses, in brief, the programmes and services available in different countries. This is followed by a brief discussion on the Indian situation of support of the family, the government, senior citizens' association, and old age homes. An attempt has also been made to suggest the services, programmes which can be introduced by the association of seniors in India. The section on Management of the caring services discusses some measures to improve the quality of services to elderly people provided by the community support organisations. The concluding section suggests certain measures for improving the quality of life of the aged.

Easton, Peter A. **Sharpening our Tools. Improving Evaluation in Adult and Non-formal Education.** Hamburg, Unesco Institute for Education, 1996. pp.323.

The document is divided in five sections. The first one is introductory in nature. Section two includes three chapters that address some of the conceptual and theoretical issues underlying evaluation practice : design choices, participatory approaches and

systems thinking. Section three deals with technical aspects of evaluation design : ensuring the quality of information, developing a unifying matrix of inquiry, understanding sampling, and developing qualitative evaluation designs. Section four gives several methodologies of evaluation that should receive greater emphasis in NFE : first the method of qualitative data collection and analysis, then administrative evaluation, and benefit-cost analysis. The final section offers some brief conclusions regarding the professional development of NFE evaluators and its relation to broader popular participation in educational planning and evaluation.

Seetharama, S. **Information Consolidation and Repackaging.** New Delhi, ESS ESS Publications, 1997. pp. 292, Rs.475.

The document discusses various aspects of the information consolidation/repackaging process and provides a framework for information consolidation. It gives the pre-requisites and stages/steps in the preparation of Information Consolidation Products. It also presents case studies and indicates the steps to be followed in the planning and management of information consolidation units.

Aggarwal, Yash. **Small Schools : Issues in Policy and Planning.** New Delhi, National Institute of Educational Planning and Administration, 1997. pp 66. (NIEPA occasional paper 23).

The author observes in this paper that two most important characteristics of educational development in India are the quantum jump in terms of access and persistence of low quality of primary education. While, Indian system of education is one of the world's largest in terms of the number of schools, students and teachers employed, it ranks much below in terms of performance indicators of internal efficiency and learners achievement. Important factors which are often ignored in the study of school effectiveness are the settlement structure, size and age structure of the population and its density. In the India context, approximately half of the settlements have population less than 500 and hence large primary schools are not viable. Studies dealing with unit costs, spatial distribution, internal efficiency, student flows characteristics and planning and management issues associated with the small schools are generally lacking.

The paper examines the relationship between the settlement structure, schooling facilities and identifies factors affecting the success or the failure of small schools. Based on a case study of one of the educationally backward districts in Assam (Darrang district), the paper identifies imbalances in the provision of infrastructure, teachers deployment and examines related planning and management issues.

The study suggests that the focus of educational planning should now shift from supply to demand side

management and it also highlights that schools with low enrolment are most deprived, prone to a variety of academic and administrative handicaps. The study also demonstrates that small schools are not necessarily located in smaller habitations. It also highlights the need for rationalizing school locations through extensive micro-planning exercises. The study also shows that there is a significant access capacity in smaller schools and hence various options should be explored before opening of new and upgradation of existing schools.

Bhaskara Rao, Digumarti Ed. **District Primary Education Programme**, New Delhi, Discovery Publishing House, 1998. pp. 496. Rs.650.

The District Primary Education Programme (DPEP) has three main goals-universal access, retention and achievement. It is an exercise in decentralised planning which puts local communities in charge of education. The districts chosen under it represent those where female literacy is below the national average of 52.21 per cent. It covers 42 districts of Assam, Haryana, Karnataka, Kerala, Madhya Pradesh, Maharashtra and Tamil Nadu in Phase I; 79 districts of Andhra Pradesh, Gujarat, Himachal Pradesh, Orissa, Uttar Pradesh and West Bengal in Phase II and 17 districts of Bihar in Phase III.

The main thrust under DPEP are - District level planning; community participation and decentralised management; focus on education for girls, scheduled castes and scheduled tribes; improving effectiveness in education through training of teachers; improvement of learning materials; and upgrading of infrastructural facilities.

Roy, Prodipto and Gupta, S.D. **Urbanization and Slum Improvement : A Middle Range Theory** in Urbanizations and Slums edited by Prodipto Roy and Shangan Das Gupta. New Delhi, Har Anand Publications, 1995. pp 343-358.

The paper presents a theoretical model about two social entities and efforts at ameliorating poverty in latter. The paper points out the error of estimation inherent in the present data sets and the need to correct systematic biases of underestimation of the slum population.

The paper then points out that the study of slums is like the discovery of a new social phenomenon and that an interdisciplinary method of study needs to be evolved. There are limits to the comprehension of the slum phenomenon due to real dangers such as drugs, black money and even diseases such as AIDS.

The paper touches on the impact of the communication revolution such as rapid transit metros or satellite TV on the slum population and the use of

the new micro-processors and software for better research.

Panda, S.K., Satyanarayana P. and Sharma, R.C. **Open and Distance Education Research. Analysis and Annotation**. Warangal, Indian Distance Education Association, School of Distance Learning and Continuing Education, Kakatiya University, 1996. pp 214.

The document has been divided into four sections. Section one documents some of the significant developments in the area of research in distance education both in India and abroad.

Section two presents an annotated bibliography of books, dissertations, papers, articles and research/workshop reports; these include - Concept, Growth and Development; Curriculum Planning and Development. Instruction Teaching; Media and Technology; Learners and Learning; Institutional Policy and Management; Economics of Distance Education; Evaluation and Programme Evaluation; and Staff Development.

Section three presents a glossary of terms used in distance education research. Section four gives list of annotated studies, bibliography on distance and open education, author index and a list of journals focusing distance education.

# IAEA

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ASSOCIATION  
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## NEWSLETTER

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### BROADENING THE SCOPE OF ADULT EDUCATION RECOMMENDED

The 47th All India Adult Education Conference which concluded in Hardwar (UP) on November 30, 1997 has recommended that the scope of adult education should be broadened so that it covers all the sectors in the field and activities touching the lives of people and reducing the dichotomy between formal and non-formal education. It further recommended that the methods, techniques and materials for adult education should be suitably designed in the context of the challenges to be faced in the coming century.

The conference recommended that the strategies for adult education in the 21st century have to be designed in such a way that formal educational institutions would have to play a significant role in strengthening literacy, adult education and non-formal educational programmes. It stressed that appropriate local media and electronic media should be used and necessary structural changes were made to make the adult education programme need-based.

It recommended that adult education should include components of citizenship education and political education including legal literacy. It emphasised that the scientific temper should be inculcated in the people so as to break the culture of silence.

The conference was convened by the Indian Adult Education Association in collaboration with Gurukul Kangri Vishwavidyalaya in Hardwar on November 27-30, 1997. It was attended by over 220 delegates from 18 States. They represented the Government Departments, UGC, TLC Districts, Universities, Shramik Vidyapeeths, and voluntary organisations.

Prof. Dharam Pal, Vice-Chancellor, Gurukul Kangri Vishwavidyalaya in his guest of honour address said that non literates were being exploited by some educated people in the society. To save the situation, it was necessary to provide them education. The adult education programme, he said, should enable them to participate effectively in the

**We wish our  
readers  
A Very Happy  
New Year**

affairs of the country and become an active partner in the development process.

Prof. BS Garg, President, Indian Adult Education Association and Chancellor, Rajasthan Vidyapeeth, Udaipur in his presidential address said that literacy, post literacy and continuing education programme during the next century should be a coordinated effort of all the development agencies, Government structure, voluntary agencies, corporate sectors and above all a sense of commitment of all individuals. He said that the Hindi heartland was lagging behind in the literacy programme particularly the literacy among women was very low. He stressed the need to devote more energy to spread literacy in the Hindi belt.

Prof. Garg stressed that the life long learning had to be institutionalized in the system of education specially for adults. The work force need to be updated in their knowledge and skills for meeting out the demands of industry. He said that opportunities for distance learning should be provided to adults for getting education. Population and development education was a priority area and innovative and creative programmes should be designed for the purpose, he emphasised.

Earlier, Prof. Ved Prakash Shastri, Pro Vice-Chancellor, Gurukul Kangri Vishwavidyalaya, Harwar welcomed the Chief Guest and the participants.

Shri KC Choudhary, General Secretary, Indian Adult Education Association presented a vote of thanks.

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

The Nehru and Tagore Literacy Awards for the years 1996 and 1997 were presented during the inaugural function. The recipients for the Nehru Literacy Awards were Shri Tarlok Singh, former Member, Planning Commission (1996) in absentia and Prof. CL Kundu, Vice-Chancellor, Himachal Pradesh University (1997).

The Tagore Literacy Awards were presented to Prof.(Mrs.) Kamalini H Bhansali, former Vice-Chancellor, SNDT Women's University, Mumbai (1996) in absentia and Smt. Kamala Rana, President, Optimum Resource Development Agency, New Delhi (1997).

Each award carries a citation, plaque, a shawl and a cheque of Rs.11,000/-.

Shri Tarlok Singh in his acceptance speech said that the focus of adult education should be on rural areas, on scheduled castes and tribes and other backward classes and women and girls. He said that link between Universal Elementary Education (UEE) and Total Literacy was now being stressed but this, he felt, could be achieved if adequate resources were allocated for achieving both these goals.

Prof. CL Kundu in his reply said that universities must involve deeply in adult education programmes and should take into consideration particular and peculiar circumstances of the region, its clientele, its resources and means of support. This he said, places heavy emphasis on tying adult education to action programmes. He stressed that total welfare of society through appropriate training programme should be undertaken.

In her acceptance speech, Prof. Kamalini Bhansali said that empowerment was the need of the day, not only for women but for people who have no voice - dalit, common man on the street and the like. Education, she said, helped in raising these voices.

Conventional and modern technology if used wisely in the process of learning makes a difference in the lives of human beings, she said. The ultimate aim, she said, should be

towards fulfilment of a learning society where continuous opportunities were provided for satisfying the potentials of an individual for diverse needs, beginning from literacy and quality of life improvement, to awareness thrusts leading to higher levels of professionalism.

Smt. Kamala Rana in her reply said that 21st century would create many new challenges for adult learners in India and the ability and skills to face these complexities could be handled if the post literates of today become middle and high school graduates in the next five years. Systematic coverage of all illiterates by volunteers, voluntary organisations and educational institutions until they were fully literate was very necessary and needs special attention at all levels. For women's literacy, Smt. Rana said that special support should be developed through health education, skill training programme and services to sustain interest in self development through education.

#### **Plenary Session**

In the first Plenary Session the Working Paper was presented by Shri JL Sachdeva, Director, Indian Adult Education Association. In the Working Paper the following priorities were highlighted:

The education of the semi literates, educated and the elite should receive priority in the 21st century; the programme has to be diversified and comprehensive in nature; the literacy education should be decentralised and Panchayat should

be given complete responsibility to liquidate illiteracy; Education of the elderly have to be formulated to make life-long education a reality; Women should be empowered psychologically, economically and politically; Adult education should promote human rights and should create scientific temper; Adult education should provide education, training and retraining of workers because of the structural adjustments and globalisation of the economy.

### Suggestions

In the discussion which followed the following things were suggested:

- 1) Legal literacy should be an important part of the adult education programme
- 2) The age-group for adult education should be changed from 15-35 to 15-80
- 3) Research should be conducted to find out why illiteracy has not become a felt need so far
- 4) Adult education should be linked with population education
- 5) Education for self-employment should be given to adults
- 6) Real coordination is needed between governmental organisations, NGOs and universities
- 7) The adult education programme should be conducted in cooperation with ICDS
- 8) Adult education should develop self-reliance and self-confidence

The delegates were divided into six groups to discuss the following

sub-themes:

- 1) Strategies for Adult Literacy in the 21st Century  
Chairman - Dr. KS Pillai
- 2) Broadening the Scope of Adult Education in the 21st Century  
Chairman - Dr. SP Ahluwalia
- 3) Adult Education for Democracy and Human Rights  
Chairman - Prof. BB Mohanty
- 4) Role of Adult Education in New Economic Policy  
Chairman - Shri BL Parakh
- 5) Adult Education and Empowerment of Women  
Chairperson - Smt. Kamala Rana
- 6) Research in Adult Education - Needs and Priorities  
Chairman - Dr. GM Malik

The following six thematic workshops were also held during the conference:

- 1) Adult Learning in relation to Environment, Health and Population
- 2) Education of Senior Citizens
- 3) Education of Migrants and Tribals
- 4) Adult Education and International Cooperation
- 5) Adult Education and New Information Technologies
- 6) Continuing Education of Professionals : Role of Universities

### Zakir Husain Memorial Lecture

The Zakir Husain Memorial Lecture was delivered by Prof. Siddheshwar Prasad, Governor of Tripura during the Conference. In his address he said that teachers and

students should play meaningful role in imparting literacy and awareness among the masses. To check relapse into illiteracy, the provision of mobile libraries should be made.

Prof. Prasad said that oral literacy should also be promoted because it would help in promoting culture and national integration.

He said that illiteracy should be wiped at the earliest otherwise the difference between the haves and havenots, the traditional and the modern would be further widened. He emphasised the need to use television for imparting adult and non-formal education. This, he felt, would also unite the people in the progress and development of the country. Adult Education programme, he said, should promote culture as there was a big invasion from the satellite television.

Prof. BS Garg in his guest of honour address said that adult education should be relevant to the needs and aspirations of the people.

Prof. Dharm Pal in his speech said that educational institutions have to play an important role in imparting education to the people who were not coming to their portals.

Earlier, Shri KC Choudhary welcomed the chief guest.

A visit to Rishikesh and nearby places was arranged during the Conference.

A very lively cultural programme was presented by delegates on November 27 and 28. Prof. BB Mohanty anchored the programme.

### **Recommendations**

The Conference after four-days of deliberations made the following recommendations:

The 47th All India Adult Education Conference organised by the Indian Adult Education Association, in collaboration with the Gurukul Kangri Vishwavidyalaya, Hardwar and held in the picturesque campus of the Vishwavidyalaya during November 27-30, 1997.

**keeping** in view the challenges before Adult Education for the 21st century and being extremely concerned about the uncertain political situation in the country, when India is celebrating the Golden Jubilee of its Independence;

**after** assessing the adult education situation in the country as reflected in the deliberations, in the group discussions and thematic workshops in the context of the Indian educational scenario;

**being** totally disappointed at the incidences of ever increasing violence seen everywhere including in the sacred houses of legislature;

**after** witnessing every hours and every day the decline in honesty and discipline in private and public life;

**being** shocked at the happenings in which public safety is in grave danger;

**seeing** in the horizon dark clouds which go to cast a still darker shadow on secularism to which India is wedded to;

**being** concerned about incidents which threaten our democratic bases, recommend the following for

consideration, evaluation and advocacy of and by the policy makers, personnel, NGOs, Government organisations, universities, research institutions, volunteers, activists, media groups and all concerned involved in Adult Education in India:

- 1) The strategies for Adult Education in the 21st century have to be designed in such a way that formal educational institutions will have to play a significant role in strengthening literacy, adult education and non-formal educational programmes, meaningful teaching, learning materials are produced, better training programmes utilising appropriate training methodologies are organised, appropriate local media, and electronic media are used, and necessary structural changes are made with a view to make the adult education programme need-based, particularly with reference to women and face the ground realities with determination.
- 2) The scope of Adult Education has to be broadened so that it has within it all the sectors, fields and activities touching the lives of people, thus reducing the dichotomy between formal education and non-formal education; and accordingly the methods, techniques and materials for Adult Education have to be suitably designed in the context of the challenges to be faced by it in the coming century.
- 3) There is an urgent need for making

literacy campaigns and programmes more broad based; and Adult Education should have very strong components of Citizenship Education and Political Education including Legal Literacy, inculcation of scientific temper so as to be able to break the "culture of silence" of the people.

- 4) In the context of the New Economic Policy focussing on globalisation and liberalisation of economy, Adult Education should advocate the policy, principles and methods of appropriate technology so that small and cottage industries are not only protected but developed and sustained; people's handicrafts are sustained and popularised and khadi and village industries are kept on the agenda of the people at every level; and our rich cultural traditions are more vigorously brought into the mainstream of national life.
- 5) Women have to be empowered by themselves through a well designed strategy of inculcation of self-confidence, creation of a spirit of scientific temper which destroys superstitions, customs and beliefs and spread of education so that they become the guardians of our rich culture and tradition.
- 6) Research in Adult Education and for Adult Education has to be formative, summative and action-oriented using the appropriate research methods, so as to bring in qualitative and quantitative improvements in the adult education programmes. ■

## Adult Education - Challenges of 21st Century

*K Sivadasan Pillai*

We are nearing the twenty first Century. It is really doubtful whether by the turn of the century India could achieve "education for all", or at least "literacy for all". Universalisation of elementary education is still a dream, even after 50 years of independence. India has progressed in many respects and has gained many laurels. It is proud of becoming one of the top ten nations which can command respect and faith from among the world nations! Still we are poor! We are receiving grants and loans from affluent countries, and at the same time extending support to poorer and deserving nations. Even then the fact that half of world illiterate population is in India. Literacy is not the only aspect of adult education, it has many other facets.

Adult education can be said to be the education of adults - of all kinds according to their needs, aspirations and surroundings. In education parlours we can say that any one who is above 15 years of age is an adult, though it may have different connotations - physiologically and democratically. In the western world, adult education is equated with continuing education of the adults. This we too have to accept and propagate at least from the beginning of the 21st century. I think this conceptual clarification is of great significance in India.

Based on our experiments, achievements and failures, India evolved its final assault on illiteracy

designated as 'National Literacy Mission'. From the early concept of 'each one teach one' it is now looking forward to a missionary zeal with every educated person engaging in some way or other to help the downtrodden, illiterate, underprivileged sections of the society to literate themselves from the clutches of these evils. While the approach is rather appreciable, limiting the beneficiaries to the 15-35 age group is non desirable. Due to untiring efforts in the health sector, life expectancy is on the increase and the aged forms a sizable population. If they are not properly educated and made partners in the nation building process, they will become a liability for the youth and the entire nation. Hence all above 15 years have to be brought under aegis of adult education. That should be treated as an urgent problem or step in the right direction. The acceptance of 'education for all and for ever' will result in the formulation of a new policy of adult education. Let us hope 21st century will move in this direction.

Making people literate is not enough. It is not enough to equip them with reading, writing and computational skills. They should be equipped to lead a better life. For this they should be told to read and grow. For this appropriate books have to be prepared and supplied to all concerned. Libraries are to cater not only to those who come there, but provision should be made to supply books at the

doorsteps of every literate person, taking into account his learning and reading needs and interests. A mobile system of library has to be evolved even in remote villages of the country. Study Circles and Open Learning Centres have also to be established to help all sections of the society irrespective of religion, sex, occupation, age, educational status, beliefs etc., in a variety of ways. Continuing Education Centres (CECs) should become local community centres which can serve as a nucleus of the locality, rendering support, advice, help etc.

Income generating programmes form a major part of continuing education. Self help programmes are also needed as well as Individual Interest Programmes. Each individual of an area should feel that he/she gains confidence and consolation from the CEC. If this is made possible, the result is conscientization of the masses resulting in the liberation concept of Paulo Freire. Formal Education alone cannot deliver the goods; nonformal education should supplement in ensuring the expected outcomes of education at all levels. Education should equip an individual for leading a better life, rich in values and conscious of one's duties and responsibilities and not only lamenting on the rights. Willful participation in all developmental and welfare programmes should result through adult education activities and programmes.

At least in the 21st century adult education should be conceived as real

human resources development mechanism. For this, knowledge has to be increased, attitudes have to be modified and skills updated so that performance results in maximum productivity. This reorientation will also result in ensuring cooperation and coordination from various departments/sections such as health, agriculture, industries, welfare, science & technology, law, environment, etc. Adult education is a sector of educative process but it should no more remain isolated from other developmental and welfare programmes. This global thinking has to emerge in the near future.

All concerned with the welfare of mankind should take keen interest and involve themselves in adult education movement. Nobody should be kept away from the vital field of activity urgently needed for the progress and prosperity of the society and the humanity at large. Centuries have gone by, but the 21st Century should emerge as one landmark in the education field with a new vision, hope and vigorous activity for ensuring peaceful co-existence, tolerance, communal harmony etc. and accepting and assuring all human rights as declared in 1948 by the U.N.

Let us hope that in the next decade itself education is given to all as a fundamental right through which education is universalised and fostered in multiple ways and approaches, resulting in the ever awaited slogan 'Education for all and for ever'. This is the greatest challenge of adult education during the forthcoming century. ■

### **School Enrolment High in DPEP Districts : Report**

The education of the girl child is expected to get a fillip in the near future with the District Primary Education Programme (DPEP) intending to shift its focus to retention with special attention to girls above nine years of age.

The enrolment of girls has increased more rapidly in the DPEP districts as compared to the non-DPEP ones. Interestingly, some of the DPEP districts have shown a high concentration of Scheduled Caste and Scheduled Tribe population also. This varies from 8 per cent to as high as 60 per cent.

According to a study on "Access and Retention in DPEP districts" submitted to the Department of Education in the Human Resource Development Ministry recently, Assam and Haryana registered over 18 and 15 per cent increase in girls' enrolment respectively in the DPEP districts as compared to non-DPEP districts. Based on a two-year data, Maharashtra gained 13.7 points in its DPEP districts while Madhya Pradesh notched up only 5.6 points. In Kerala where primary grades enrolment is reportedly declining since the last 10 years, the rate of decline in enrolment is lesser for DPEP districts as against the enrolment rate in non-DPEP districts. In Tamil Nadu, the DPEP maintained the same trend in its enrolment and decline profile as that in non-DPEP districts. Karnataka,

however, shows large year-to-year variations. Preliminary analysis indicates that increase in DPEP districts is less than that of non-DPEP districts in the last two years.

The study also concluded that there was a reduction, both, in repetition as well as in the area of gender and social inequities. The trend shows that the share of girls in the total enrolment is above 40 per cent for the most districts. Of the total of 16 districts, three districts with share of girls' enrolment from 35 per cent to 40 per cent are in Madhya Pradesh alone. Except Madhya Pradesh, the repetition rates are generally lower among girls than boys. As against 16 districts, 11 show higher repeater rate for girls than boys in Madhya Pradesh.

As against this, the lowest repeaters are in Kerala viz practically zero in Grade one. Assam has 45-50 per cent repeaters in Grade one as also the highest repetition rates: 30-35 per cent as compared to other states.

At the national level, between 1993 and 1996 the differential increase in enrolment in DPEP districts was higher by 3.70 to 16.8 percentage points as compared to non-DPEP districts. ■

### **Appointed**

Dr. L Raja, Life Member of IAEA, has been appointed as the Assistant Director of the Department of Adult, Continuing Education and Extension of the Gandhigram Rural University, Tamil Nadu. ■

## **Kerala Bags First JRD Tata Award for Population Control**

Kerala has been chosen as the first recipient of the prestigious JRD Tata Memorial Award instituted by the Population Foundation of India, New Delhi for excellence in reproductive health and population programmes. Announcing this Dr. Bharat Ram, Chairman, said that State had made remarkable progress, comparable to international standards, in bringing down its fertility and infant mortality rates.

At the district level, Palakkad in Kerala, Chidambaranar in Tamil Nadu and Kurukshetra in Haryana have been selected for the JRD Tata Best Districts Award. The national award consists of a trophy and Rs.10 lakhs and the districts award consists of trophies and Rs. two lakhs each.

By 1990, the State had achieved a crude birth rate of 19, a crude death rate of 5.9 and infant mortality rate of 17, far exceeding the goals set for the entire country to be achieved by 2001. Kerala achieved the replacement level of fertility as early as in 1988, a target which most other states are not likely to achieve even in 2016.

Palakkad has been awarded for achieving remarkable progress in the field of infant mortality (31 per 1000); adult literacy (90.14 per cent) female adult literacy (86.96 per cent) and total fertility rate (2.65) in 1991.

Chidambaranar district in Tamil Nadu has registered a remarkable drop in infant mortality (43 per 1000); total fertility rate (3.05 per cent); adult

literacy (78.96 per cent) and female literacy rate (73.14) in 1991.

The awards were presented by the Prime Minister of India, Mr. IK Gujral in New Delhi on November 13, 1997. ■

## **Better Collaboration Between the Voluntary Sector and Government Urged**

At the recently held meeting of voluntary organisations (VOs) and representatives of governments across the Commonwealth in Edinburgh six recommendations came up on the future of VOs and government relations in the Commonwealth.

These recommendations lay out a set of measures that will strengthen collaboration between VOs and governments in areas ranging from the development of policy to improved legislation affecting the voluntary sector.

The recommendations include:

1. The distinctive purposes and activities of VOs, and the vital roles they play in the development process should be recognised and promoted.
2. Formal mechanisms should be established through which NGOs can participate in official policy making, as part of open governmental processes. Such mechanisms should be at all levels of government and should include mechanisms and networks established by VOs themselves in order to formulate collective viewpoints and make them known to government.

3. Legal frameworks and regulatory mechanisms should be developed which reflect the increasingly diverse nature, scope and purposes of VOs in contemporary society. Such frameworks should be established in consultation with VOs.
4. Civil society demands ethical conduct, accountability and transparency from both governments and VOs. Accordingly VOs should implement codes of conduct, while governments should establish and make known clear principles concerning their relationship with VOs.
5. Action should be taken to strengthen the capacity of VOs to achieve their objectives, maintain their values and discharge their responsibilities.
6. Action should be taken to improve the viability and sustainability of VOs. ■

## **Honoured**

Smt. Malati Choudhuri, eminent Freedom Fighter, Social Activist and Tagore Literacy Awardee (1995), has been awarded the degree of "Desikottama" (D. Litt. Honoris Causa), the highest honour of Visva-Bharati, in recognition of her contribution to the field of social work, at its Annual Convocation held at Santiniketan on January 11, 1998. Smt. Choudhuri was a student of Gurudev Rabindranath Tagore, at Santiniketan, during her school days. Now 94, she lives at the Bajiraut Chhatravas at Angul, in Orissa. ■

## World Conference of NGOs

A World Conference of NGOs was held in Tokyo recently to undertake midterm review of the International Literacy Decade and the progress made since the World Conference on Education for All (Jomtien, Thailand).

The Conference was deeply concerned at the lack of adequate attention and resolve by many governments and by international funding agencies, some of who appear to have lost interest in literacy and non-formal education, to undertake or support action on a significant scale to meet the basic learning needs of illiterate adults and out-of-school children and youth, both by expanding educational opportunities and by improving the quality and relevance of basic education.

It recognized that illiteracy is closely associated with poverty and related social and economic problems and that literacy action to be effective must therefore be part of a concerted effort, using a participatory approach, to deal with the root causes and consequences of illiteracy, such as excessive population growth, imbalances in world economic development, and under-employment, exploitation of girls and women, child abuse, substance abuse, and malnutrition.

The Conference was convinced that political will, supported by popular will, is a prerequisite for effective, large-scale action to promote literacy and UPE, and that NGOs can and must be active partners in creating the

necessary policy environment in redefining the nature and structures of education, notably to include those who are presently excluded, in order to meet present and future basic learning needs, and to develop the corresponding institutional, managerial and professional capabilities;

It felt that NGO activities should complement and reinforce, but not replace, the responsibility for and provision of basic education by the public authorities, while demonstrating creative approaches to enhance learning;

The conference affirmed its belief that the ultimate purpose of literacy action is to enhance human potential so that individuals and communities are empowered to shape their own destiny and that, consequently, priority attention should be given to meeting the basic learning needs of girls and women and disadvantaged population groups.

### Recommendations

It recommended the establishment of a "literacy watch" at the international and national levels to constantly remind governments of the importance of literacy.

It urged partners in the literacy and basic education task - NGOs, governments, aid agencies, the business sector and local communities - to:

- develop partnership as the complementary action of diverse partners (government, NGOs, local communities and the private

sector);

- maintain and respect the separate identities of partners;
- lend maximum support (validation, recognition) to each other, (including UNESCO support for NGO approaches in negotiations with governments);
- seek to develop multilateral (for example, NGO-government-business) as well as bilateral partnerships;
- diversify modalities of partnership (for example, projects, information exchange, document production, technical expertise...);
- mobilize the talents and energies of large numbers of students and other young people in the delivery of literacy and basic education, particularly through youth and student associations;
- promote the use of modern means of communication in view of developing exchanges and interaction between all partners concerned;
- diversify approaches in promoting and improving literacy by using sport, music, and games which are motivating factors in the educational process.

The conference recommended that the knowledge and training of the educators and project managers be reinforced through capacity building sessions. The evaluation necessary to carry out any project must be part of such training sessions.

It urged all literacy programmes to pay special attention to the problems, needs and aspirations of women as majority of illiterates are women. ■

## **Education, Gender Equity, Healthcare Essential for Economic Reforms**

The noted economist, Prof. Amartya Sen said in New Delhi on December 29, 1997 that road ahead of India would depend much on the integration of different concerns - preservation of democracy, rapid social progress specially in education, health care, land reforms and gender equity. India had suffered in the last 50 years from ignoring the need for such integration and the tendency to neglect social development in particular.

Prof. Sen currently the Head of Trinity College, Cambridge (U.K.) and former Lamont University Professor of Economics and Philosophy, Harvard University (USA) was delivering a lecture on "India - What Prospects" under the auspices of the Confederation of Indian Industry (CII).

He said that it was only because countries such as China and the East Asian economies had high literate levels and effective land reform programmes that they were prepared to reap the benefits of economic reforms.

People with no schooling cannot easily cross the barriers to participate gainfully in global economic arrangements and even lose jobs from global competition, he said.

He suggested that India could get more out of its democracy by working for the politicisation of central issues of governance, including need to address more fully its extraordinary problems of internal disparity. ■

## **Deepayatan, SRC, Bihar**

The State Resource Centre for Adult Education (Deepayatan), Bihar organised the following major programmes during July-September 1997.

It organised orientation workshop of ZSS Secretaries of newly covered TLC districts. It also organised training for KRPs at Siwan district; orientation course for DRU personnel at Patna, Kishanganj and Jamui; a four-day training programme for the Bihar Mushar Seva Sangh (VA) at Sherghati (Gaya).

The SRC has conducted a study on social impact of literacy campaign in different districts of Bihar. It prepared a status report of Katihar TLC.

In the population education project, the SRC organised two-day meeting to orient the NGO functionaries on population education.

A new publication titled "Padhen Padhaen Milkar Gaen" (environmental building folk song) and a magazine "Sathee" for volunteers was released on the International Literacy Day.

An orientation programme for writers was organised to prepare small booklets on need based topics for post-literacy. ■

"The real miracle is  
neither to walk on water nor  
in thin air but to walk on  
earth."

- Thich Nhat Hanh  
Vietnamese Buddhist Monk

## **Bal Niketan, Panchkula, Haryana**

Bal Niketan (SOS Children Village Association), Panchkula is providing services for children and women in distress.

The Niketan is providing 'Home' to some 70 orphan/desitute children with a view to re-habilitate them. The children are provided facilities like boarding-lodging, schooling, medicare, etc.

The Niketan is also providing vocational training in tailoring/embroidery, dress designing, electric, trade, computer application to needy boys and girls. About 500 have received training since the establishment of the Niketan 14 years ago. Non formal education is a part of this training.

Further information : Shri JD Sharma, President, Bal Niketan, Sector-2, Panchkula-134 109, Haryana.

## **India's Birth Rate Drops Marginally**

India's birth rate declined 0.9 points from 1995 to 1996, the largest drop in recent years, a news agency reported, citing figures from the government's Registrar General. The birth rate has declined to 27.4 per thousand in 1996 from 28.3 in 1995.

Between 1994 and 1995 it declined by only 0.4 points, and was steady over 1993-1994. India is striving to control its population which is expected to reach one billion in the next century.

(The Asian Age, 2nd October 1997)

## UNESCO Literacy Prizes

Projects for Paraguayan youth, Algerian girls and women, the employees of a Togolese company and unemployed Philippine women were among the initiatives rewarded with literacy prizes from UNESCO on International Literacy Day, 8 September 1997. The International Reading Association Literacy Award went to the Don Bosco Roga Project, created by the Salesian Society of Paraguay in 1987. It helps to integrate homeless youth into the community through literacy and vocational training, and has sent 700 drop-outs back to school. The Noma Prize rewarded the Algerian Literacy Association Iqraa (which means "to read"), founded by Aicha Barki in 1990. The association, which promotes literacy among girls and women, reached 40,000 women in 1996 through 150 literacy centres. Two programmes were awarded the King Sejong Literacy Prize. The Women in Enterprise Development (WED) programme, run by the Notre Dame Foundation for Charitable Activities Inc., was established in the Philippines in 1984 to meet the needs of illiterate unemployed women. The Togolese Cotton Company (SOCOTO) was also awarded the prize for its encouragement of literacy in the workplace. The company runs a large network of literacy centres and has introduced literacy training for small cotton farmers. The winners, along with honourable mentions, received their prizes in ceremonies held in their countries. ■

## Towards Human Rights

The Chairman of the National Human Rights Commission, Mr. Justice Venkatachaliah, emphasised the need for making human rights education an integral part of the curriculum of schools and colleges. He was inaugurating a seminar organised by the Human Rights Education Movement of India in New Delhi recently. He said "There are about 330 million children in India of which 38 per cent are below 14 years. It is high time that they were taught about the values of human rights so that posterity could have a just society." There was also a necessity, he added, for spreading the light of knowledge for a better future for mankind.

At another function, the former Supreme Court Judge Mr. Justice HR Khanna emphasised the need for fostering a climate of discipline and adherence to democratic values. "Liberty if allowed to degenerate into licence is suicidal for it takes away liberty itself," he stated.

In his address on "All Human Rights for All" Mr. Justice Khanna asserted that "too many restrictions might obliterate the right on liberty itself."

Mr. Feodor Starcevic, Director, UN Information Centre, said that "human rights are the foundations of human existence and co-existence." He opined that it was universality of human right that gave them their strength.

Mr. Ashok Desai, Attorney General, in his introductory address, said that "the sustenance of human rights also requires recognition of changes that are needed in society from time to time." ■

## TLC Projects in 429 Districts

The TLC projects have been launched in 429 districts out of a total of 550 districts in the country. Of the districts taking up TLCs, 193 districts have completed first phase of imparting basic literacy skills and are now implementing post literacy and continuing education programmes.

64 million people have been made literate out of 118 million non-literates identified thru' surveys since the launching of NLM in May 1988.

Over 10 million literacy volunteers have been mobilised since the launching of the mass literacy campaign in 1989 in Ernakulam in Kerala.

There are over 35 million non-literates in the 9-14 age-group which are being covered thru' the literacy, non-formal education, post-literacy and continuing education programmes.

The post-literacy programme covers those not made literate by TLC and those below minimum level of learning and provides stabilisation, reinforcement and upgradation of learning.

The NLM objective is to make 100 million adults literate by 1999. ■

### Recent Publications of IAEA

1. Proudh Shiksha : Nai Rs.60  
Dishain - *BS Garg*
2. Literacy - Positive Rs.75  
Indicators - Compiled &  
Edited by *Kamala Rana*
3. Turning Experiences Rs.60  
into Learning - Cases in  
Adult Education -  
*Rajani Shirur, C Ville*

Available from:

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



Panthaki, Dhun. **Education in Human Sexuality : A Sourcebook for Educators.** Mumbai, Family Planning Association of India (Bajaj Bhavan, Nariman Point) pp 270, Rs.180.

The book covers various aspects of human sexuality, including basic reproductive physiology, physical and emotional changes that occur with growing up, changing family roles, healthy and responsible man-woman relationship, and the importance of dignity and mutual respect.

It provides information, clarify doubts, alleviate anxieties in human sexuality.

The book also gives information on harmful side of sex i.e. sexually transmitted diseases and HIV/AIDS.

In the end it gives addresses of audio-visual materials and help services.

Naik, J.P., **The Education Commission and After.** New Delhi, APH Publishing Corporation (5, Ansari Road) 1997, pp 335, Rs.400.

The volume critically analyses why and how the recommendations of the Indian Education Commission (also known as Kothari Commission) could not meet with the appreciation and political support it deserved.

It also analyses the recommendations that attracted wide attention and the recommendations which were opposed and rejected.

In the last chapter Lessons for the Future, it discusses the educational reconstruction in the days ahead i.e. upto 2000.

Atal, Yogesh. **Publications on Educating the Poor.** New Delhi, Abhinav Productions (E-37 Hauz Khas).1997, pp 161, Rs.150.

The book is a collection of R.V. Parulekar Memorial Lectures delivered in 1993-94 at the Indian Institute of Education, Pune.

It has four chapters. The chapter one is on "Education for the Poor and against Poverty" by Yogesh Atal. The chapter two is "Poverty : the Non Economic Dimensions" by YB Damle. The third chapter by Durganand Sinha is on "Psychological Concomitants of Poverty and their Implications for Education". The last chapter is on "Poverty and Politics of Education" by N.R. Inamdar.

Pillai, K Sivadasan, **Education for All and for Ever.** Ambala Cantt, The Associate Publishers (Post Box No. 56) 1997 pp 170 Rs.275.

The volume is a compilation of 24 write-ups reflecting various aspects of adult, continuing education in India. The author has emphasised the role of literacy for the uplift of the masses for their liberation and conscientization.

It also contains articles on research - past, present and future and the Perspectives in Adult Education Research.

The book also contains write ups on open learning and extension.

Elahi, Nizam. **Teacher Education in India : INSET.** New Delhi, APH Publishing Corporation, 1997, p 262, Rs.500.

This is a research study to trace the factors which led to the establishment of SCERTs; to look into the working of the SCERT, Delhi; to study the effectiveness of inservice education programmes undertaken by the SCERT, Delhi; and to suggest measures for improving the working of SCERT, Delhi.

The study suggests that the organisers and the educational functionaries do not come to attend inservice education programme with interest and motivation. Therefore, it would be desirable to have a case study of teacher motivation towards inservice education programmes organised for them.

It further suggests the effectiveness and impact studies relating to value education, population education, adult education and non formal education be undertaken.

Loknanda Reddy, G. **Role Performance of Adult Education Teachers : Problems and Prospects.** New Delhi, Discovery Publishing House, 1997, p 129, Rs.250.

The book provides information on the different roles and activities of the adult education teachers, the variety of the problems they are facing in different specific situations and the practical solutions in overcoming the same. Based on the above, the relevant strategies in designing curriculum for pre-service and in-service training of adult education teachers have also been highlighted in the book.

The book provides review under different headings related to the title i.e. studies on teacher effectiveness,

characteristics of effective teachers, role performance of teachers and competencies required for adult education teachers. It also gives various ways and means to overcome the problems of adult education teachers.

Jethithor, Bharat. **Adult Education and Extension**. New Delhi, APH Publishing Corporation, 1996, p 489, Rs.700.

The study is directed to assess the operation of the adult education and extension scheme introduced on an experimental basis by the University of Poona and to ascertain the views as also the extent of involvement of the teaching fraternity, belonging to the University and its affiliated colleges and concerned with the monitoring the evaluation of the scheme.

Kalyastha, S.L. **Geography of Population : Selected Essays**. Jaipur, Rawat Publications, 1998, p 392, Rs.650.

The volume is divided into four sections:

Section one is devoted to environmental perception, problems and policies in the socio-economic context. Section two deals with population issues relating to population pressure, fertility, poverty and resources. Section three analyses the present and emerging characteristics and problems of rural and urban development and migration. And, section four discusses the impacts of development and disasters, and looks into the issues and strategies for mitigation of losses and welfare of people.

Swarnalatha, E.V. **Empowerment of Women through Self Help Groups : A Training Manual**. New Delhi, Discovery Publishing House, 1997, p 84, Rs.175.

This training manual is the outcome of Royala Sema Seva Samithi, (RASS) Tirupati, experience in the field of saving and credit activities for the well being of women, both in the rural and urban areas. Manual presents a set of alternative methods by which the field level organisers of savings and credit groups, can prepare a simple module of training package under 5 sessions namely initiation of a new group, support to group below six months of age, stabilisation of groups, monitoring and evaluation of group activities and development of leadership qualities.

Purushothaman, Sangeetha. **The Empowerment of Women in India : Grassroots Women's Networks and the State**, New Delhi, Sage, 1998, pp 384, Rs.425.

The book presents an analytical explication of grassroots women's movements in India utilizing a synthesis of social movements theory, development theory and the theories of the State.

The document is based on an informal network of organisations and women's collectives - the Swyam Shikshan Prayog (SSP-SPARC). The author analyses the implications of the form and nature of organisations for changing power relations and for fostering women's autonomy vis-a-vis men and other social groups. The case study also demonstrates the

need for and effectiveness of flexible forms of organisations in mobilizing resources for poor women and for facilitating their participation in the development process.

Deviating from contemporary social movements theory which emphasises Centralized Organisational forms, the author advocates that a decentralised, loosely structured network of organisations can actually increase the visibility and participation of poor women, enable them to bargain for resources and change state policy, while simultaneously protecting the autonomy of the organisations involved.

Mohanty, Jagannath. **Family Life Education : Adolescence Education**. New Delhi, Deep and Deep Publications, 1997, p 153, Rs.270.

The book has been divided into nine chapters. Chapter 1 discusses meaning, nature and characteristics of adolescence. Chapter 2 deals with philosophy and scope of health education for adolescents. Chapter 3 analyses human sexuality and sex education. Meaning and scope of family life education and adolescence education have been discussed in chapter 4. Causes and consequences of sexually transmitted diseases are presented in chapter 5. Chapter 6 deals with the present status of AIDS/HIV and their psycho-social impact. Chapter 7 is devoted to the role and function of teachers in adolescence education. Use of methods and media is discussed in chapter 8. Sex problems among adolescents and need for sex education have been dealt in chapter 9.



## IAEA Invites Proposals for MS Mehta Research Fellowships

The Indian Adult Education Association invites proposals for two Dr. Mohan Sinha Mehta Research Fellowships for 1998.

The fellowships are available to individuals interested in undertaking research in adult, continuing education and population education.

The major objectives are to strengthen the on-going programme and to suggest new priority programmes in adult education in the 21st century.

Some of the suggested topics are:

- A case study of the Literacy Campaign launched in a district;
- A comparative study of the organisation and functioning of State Resource Centres run by voluntary agencies, Universities and State Governments;
- A critical appraisal of the organisation and impact of Jana Shikshan Nilayams/CEC;
- An enquiry into the factors promoting and intervening in retention of neo-literacy among various sections of the society;
- An appraisal of the neo-literate

books published in various languages with a view to evolve criteria for the preparation of such books;

- An enquiry into the levels of aspirations and achievement among adult learners;
- motivational factors and expectations of adult education functionaries - A comparative study among students and non-students youth;
- An enquiry into the continuing education needs of neo-literates and drop-outs;
- The role of adult education in reducing poverty.

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

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

The detailed proposals should reach the General Secretary, Indian Adult Education Association, 17-B, I.P. Estate, New Delhi - 110002 by April 30, 1998. Fax 011-3355306. ■

## National Essay Competition on Literacy and Adult Education

The Directorate of Adult Education, New Delhi has announced national essay competition on literacy and adult education with a view to stimulate and encourage creative contribution from students, teachers, writers, etc.

The topics for different categories are:

1. Students at Secondary/Senior Secondary Levels  
"Literacy and My Neighbourhood" (3000 words)
2. College/University Students  
"Literacy as a Human Right" (3000 words)
3. Teachers of Primary, Middle and Secondary Levels  
"Bridging the Gap Between Formal and Non-Formal Education System" (5000 words)
4. General  
"Lifelong Learning for a Literate India - Our Future Perspective" (5000 words)

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

The last date for receipt of entries is **May 24, 1998**. Entries may be sent to Director, Directorate of Adult Education, Block No.10, Jamnagar House, Shahjahan Road, New Delhi - 110 011. Fax : 3383739.

## Changing Trends in Library and Information Science

A national Seminar on Changing Trends in Library and Information Science was recently organised at the Cochin University of Science and Technology.

Dr. K Babu Joseph, Vice Chancellor of the University, who inaugurated the seminar urged the industries to make use of the new information resources that would be made available from the library. Prof.(Dr) KS Raghavan, Professor and Head of the Department of Library and Information Science, Madras University, in his keynote address, referred to the advances in telecommunication and technology. He pointed out that the library and information profession in the country did not take advantage of the data communication networks and did little to develop data base of resources available within the country. He also stressed that libraries would be increasingly regarded as facilitators of access to information rather than as a storehouse of information materials.

The seminar made the following recommendations:

1. The card form of catalogue be replaced by computerised catalogue.

2. Library science education in the country should be attuned to mould library professionals who can take up new challenges.

3. Information base be developed so that the gap between developed and developing countries can be reduced.

4. Immediate steps be taken to

prompt the government to formulate a National Information Policy to help uniform development of information technology in India.

5. Information systems should be planned and implemented with active involvement of the top management.

6. Acquisition of new media of information particularly publications on CD-ROM and access to online sources need to be encouraged in Libraries.

7. Instead of possessing every bit of information required for satisfying the requirement of all users in a library, the importance has shifted to providing increased access to the needed information. This kind of access is possible by developing an Intranet and linking the same to Internet.

8. Internet based information retrieval be introduced in libraries in order to make communication process more flexible.

9. Institutions should take immediate steps to develop union catalogues of the collections available in various departments so that all the resources available can be put to optimum use.

Libraries should acquire network connection to make use of the large amount of unused information available on Internet.

Librarians should educate the user to retrieve the relevant documents.

10. University Libraries should organise frequent refresher courses with practical training in information handling for library professionals. ■

## SRC, Literacy House, Lucknow

The State Resource Centre (SRC), Uttar Pradesh was established in 1978-79 in Literacy House, Lucknow.

The SRC is conducting the following activities:

1. Preparation of teaching-learning material for Total Literacy Campaigns (TLCs) and Post Literacy material under "Improved Pace and Content of Learning (IPCL) technique.

2. Preparation of training materials i.e. teachers' guides, teaching aids/ audio-visual material and organisation of training programme for Literacy and Adult Education Functionaries.

3. Providing academic and technical support to TLC and Post Literacy Programmes and District Resource Units (DRUs).

4. Securing involvement of voluntary agencies in the National Literacy Mission.

5. Preparing material for post-literacy and continuing education programme.

6. Undertaking multi media work including traditional and folk media.

7. Conducting field programmes.

8. Conducting evaluation and research studies.

9. Preparing population education material.

Further information can be had from Dr. Madan Singh, Director, State Resource Centre, U.P., Literacy House, P.O. Manas Nagar, Kanpur Road, Lucknow - 226 023. ■

## **International Women's Day**

Addressing a conference on "Development of Women in Fifty Years of Independence, the First Lady, Mrs. Usha Narayanan, said in New Delhi on March 8, 1998 that very little had changed for the majority of women living in rural areas.

She underlined the need for greater co-ordination and interaction between governmental policy at the national level to tie in with the concerns and matters raised by women at the local government level.

The conference was jointly organised by the National Commission for Women (NCW), Department of Women and Child Development and Central Social Welfare Board.

Mrs. Narayanan said that the women need to be empowered to take their rightful place on an equal footing with men. "They need to be liberated from discrimination and exploitation", she added.

She said that since Independence women have taken more and more initiatives to improve their condition by actively participating in non-governmental organisations and co-operatives.

For instance, she said that village level Mahila Mandals have taken up cudgels against rape, alcohol abuse by men and wife-battering.

Speaking on the occasion, the chairperson of NCW, Ms V Mohini Giri, said that the concept of gender equality has become a crucial input to solve national and local problems.

She maintained that special attention was given by NCW to the

condition of Scheduled Castes and Scheduled Tribes who were ignored so far.

She informed that four reports released by the commission to mark the occasion, were related to tribal development. She said that the NCW has undertaken special efforts to support the handicapped and disabled women.

She informed that the NCW forwarded a number of recommendations to the government to amend the discriminatory provisions in various laws relating to women.

Several women freedom fighters were honoured on the occasion. A special stamp to commemorate fifty years of universal declaration of human rights was also released. ■

## **Aids Education Training Programme**

The Population Education Cell of the State Resource Centre for Non-Formal Education, Indian Institute of Education, Pune organised AIDS Education Training Programmes for the 247 cluster coordinators from all the nine Talukas of Ratnagiri District on November 27-29, 1997.

Smt. Jyoti Gaikwad, Coordinator, Population Education Cell and Smt. Vasudha Kotwal, Associate Coordinator conducted the training programme.

Further information : Smt. Jyoti Gaikwad, Coordinator, POPED Cell, State Resource Centre, Indian Institute of Education, J.P. Naik Path, Kothrud, Pune - 411 029. Fax : 0212-335239. ■

## **United Nations Resolution on EFA**

In December 1997, the General Assembly of the United Nations adopted a resolution on Education for All, reiterating the importance of literacy as a human right and as "an indispensable element" for economic and social progress. It reaffirms that basic education for all is essential for achieving the goals of eradicating poverty, reducing child mortality, curbing population growth, achieving gender equality and ensuring sustainable development, peace and democracy. It took note of the progress achieved during the 1990s, as assessed at the EFA Forum's Mid-Decade Meeting (Amman, 1996), and called on countries to continue to improve their provision of basic education. The resolution also called on the United Nations and UNESCO to consult countries on the possibility of launching a United Nations decade to eradicate illiteracy.

## **MSc in Lifelong Learning**

Glasgow Caledonian University in England is offering a new postgraduate programme focusing on the educational and management issues associated with lifelong learning. The programme involves distance learning and work-based learning activities with student support being provided through the world wide web. Awards will be at certificate, diploma and masters level. ■

## A Vision of Hope - The Fiftieth Anniversary of the United Nations

Less than two years to go before a new century and a new millennium.

For all the scientific advances and heightened social concern, are we really doing any better than previous generations?

Today we face AIDS and not the plague, crack cocaine in every town large or small, not just the opium dens of exotic cities. Of course other eras confronted death, starvation, disease and the cruelty of war. But it's just that today, with all our modern technology, we believe that life should be healthier and more humane.

Commissioned by the UN's 50th Anniversary Secretariat and published by the Regency Corporation, the 320 page volume *A Vision of Hope*, puts these and many other global challenges into perspective.

In discussing issues of disarmament, the self-determination of peoples, defence of the environment, democracy through law, the war on poverty and hunger, peaceful solutions, to conflicts and an equal opportunity for development, the book's introduction confirms that revolution is not needed, reform is in the management and operations of the United Nations if it is to achieve its proper place at the centre of global affairs.

We are surely not naive enough to believe that we can solve more than just a few of the world's dilemmas by the year 2000 but *A Vision of Hope*

is a useful contribution in promoting a greater understanding of the issues that we face.

NB:- Available free of cost to the Universities, Institutes, Colleges, Schools, Libraries who are willing to pay actual postal and packing charges Rs.16.50 only or Rs.26.50 if they want to receive by Registered Post from Dr. Surya Nath Prasad, International President of International Association of Educators for World Peace (IAEWP), 216, Laxminagar, Nagpur-440 022. Fax: 0712-524079/524759.

*International Educator*

## Pillai Gets UGC Emritus Fellowship

Dr. KS Pillai, Vice-President, Indian Adult Education Association and former Director of the Centre for Adult, Continuing Education and Extension, University of Kerala has been offered Emritus Fellowship by the University Grants Commission (UGC). In addition to the fellowship, a contingent grant of Rs.20,000 p.a. will be given to Dr. Pillai for the research work.

The fellowship is for two years. ■

### FORM - IV (See Rule 8)

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

Dated : 27.2.98

J.L. Sachdeva  
Signature of Publisher

## **Training Course in Book Publishing**

A Sub-Regional Human Resources Training Course on Book Publishing under APPREB Programme for 1996-97 was organised by the National Book Trust, India in New Delhi from December 15-22, 1997. The training programme was assisted by Asia/Pacific Cultural Centre for UNESCO, Tokyo.

The objective of the course was to provide basic skills to the personnels from State Resource Centres of Adult Education in India engaged in publishing adult education material.

16 persons participated in the training course - one each from the states of Orissa, Uttar Pradesh, Tamil Nadu, West Bengal, Bihar, Delhi, Haryana, Jammu & Kashmir and Andhra Pradesh. Representatives from Bangladesh, Bhutan, Nepal, Pakistan and Sri Lanka also attended.

The topics covered were different aspects of editing, book design and illustrations, book production, sales & marketing and distribution. Allied areas like copyright, co-publishing and role of libraries were also discussed. The emphasis was on low-cost production and distribution since the trainees were by and large handling material which called for low production cost. An overview of the Indian book publishing scene was also included as a starter of the programme.

In his welcome address, Dr. Sumatheendra Nadig, Chairman NBT, discussed about the various problems faced by the Indian book industry and observed that these were more or less common with other countries of South

Asia. He stressed the need for regional cooperation and hoped that the training course would help the participants to identify possible solutions to their common problems and issues. Dr. Nadig also emphasized the need for developing and bringing out low-cost publications and distributing them widely and taking them to the readers wherever they may be.

Shri PR Dasgupta, Secretary, Department of Education in the Ministry of Human Resource Development, Govt. of India inaugurated the training course. In his inaugural address he stressed the need for organising such training programmes to enhance regional cooperation in the dissemination of knowledge.

At the valedictory session Chief Guest was Mr. J Veera Raghavan, former Secretary, Ministry of Human Resource Development, Government of India and now Director, Bhartiya Vidya Bhawan, New Delhi. Mr. Veera Raghavan in his brief speech observed that despite the onset of the electronic media, the book industry had a bright future, since books had certain qualities not possessed by any other media. He advised that the book trade must tie up the loose ends and ensure that books reach the ultimate reader. He also stressed the significance of human factor in book publishing and the need to achieve cost effective book production.

Dr. Sumatheendra Nadig in his remarks said that if it was difficult to take the reader to the book, let books be taken to the reader particularly for readers in far-flung areas. ■

## **International Award for Literacy Research**

The Canadian National Literacy Secretariat, Human Resources Development and the Unesco Institute for Education (UIE) have announced a new cycle of the award for the best research of the year in adult literacy.

The research study should generate innovative results in regard to better understanding the complexity, meaning and impact of literacy. The possible aspects could be:

approaches to and concepts of literacy - process and contents of training, post-literacy and adult learning - analysis of policies and strategies - economic significance - gender dimensions - cultural contexts - migrants, indigenous peoples, minorities - people with disabilities - the impact/use of modern technologies.

The study will be evaluated according to relevance of the content, the object of the research, methodological quality of the research and quality of the text.

The Award carries a sum of US \$ 10000.

The last date for submission of manuscript is November 30, 1998. It should be between 30,000-50,000 words with a summary of about 1800 words.

The Award will be announced in June 1999.

Further information : Unesco Institute for Education, Feldbrunnenstrasse 58, 20148 Hamburg, Germany.

Tele : +49-(0)40-448041-0

Fax : +49-(0)40-410-7723

### **Roby Kidd Fellowship**

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

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

Some of the suggested topics are Integrating Adult Education with Population Education; An Enquiry into the Continuing Education Needs of the Neo-Literates and the Educated; Study of Respective Roles of Government and Voluntary Agencies.

The fellowship amount is Rs.5,000/- for one year. The proposals for 1998 fellowship should reach the Managing Trustee, Roby Kidd Foundation, 17-B, I.P. Estate, New Delhi - 110 002 by May 15, 1998.

### **P.T. Bhaskara Panicker is Dead**

Shri P.T. Bhaskara Panicker, founder of Kerala Association for Non-Formal Education and Development (KANFED) died in Thiruvananthapuram on December 31, 1997.

He had written primers for non-literates and booklets for neo-literates.

### **Emerging Perspectives in Women and Child Development**

A two-day Symposium on "Emerging Perspectives in Women and Child Development" was held in New Delhi on March 17-18, 1998. The Symposium organised by National Institute of Public Cooperation and Child Development (NIPCCD) emphasised the need for awareness generation programme among women, economic development programmes for them, Empowerment of Women and Education for Women's Equality and Child Development.

The symposium concluded with the stress on sustainable and self reliant development in place of piecemeal government aided welfare programmes.

Smt. Rajshree Biswas and Smt. Indira Purohit, Executive Committee Members of IAEA attended the symposium on behalf of the Association. ■

### **Adult Learning and Older People**

Asian South Pacific Bureau of Adult Education (ASPBAE) is creating a regional network on Adult Learning and Older People.

The Australian Association for Adult and Continuing Education (AAACE) has been given the role to establish regional network and then engage its members in preparation for the UN Year of Older People in 1999.

Further information can be had from AAACE, P.O. Box - 308, Jamison Centre, ACT 2614, Australia. Fax : 61-625-17935. ■

### **Malati Choudhury Dead**

Sarvodya leader and social reformer Smt. Malati Choudhury died at Angul, Orissa on March 15, 1998. She was 94.

Smt. Choudhary was honoured with Jamnalal Bajaj Award and the Utkal Ratna. She was also presented the Desikottam award of Vishwabharati University recently.

She received the Tagore Literacy Award for pioneering and outstanding contribution to promotion of literacy in 1995.

Smt. Malati Choudhary founded the Bajirout Chattravas for education of tribal children in Angul in 1946.

The IAEA deeply mourns her loss and conveys condolences to the bereaved family.

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**Rural Development : Panchayat-Valagas Interface**, Calcutta, All India Council for Mass Education and Development, (60 Patuatola Lane), 1998, Rs.125.

The All India Council for Mass Education and Development in collaboration with Lok Shiksha Parishad, Rama Krishna Mission, Tagore Society for Rural Development, Institute for Motivating the Self-Employment and Visva Bharati, Santiniketan organised a seminar on the role of NGOs vis-a-vis Panchayati Raj in the context of rural development in Santiniketan in February 1997. The volume contains some selected papers presented at the seminar.

Some of the papers included are voluntary organisations and panchayats by D. Bandyopadhyay, Panchayat and NGOs in rural development by Budhadeb Ghosh, Whither development by Mohit Bhattacharya, governmental organisations and Panchayati Raj by Kuldeep Kaur, Cooperative role of Panchayati Raj and non-governmental organisations in the education of rural people by MC Redeppa Reddy and voluntary action in development and its challenges by Sudhir Chatterjee and eradication of illiteracy among women by Rekha Nag.

It also contains summary recommendations of the seminar and features of seventy third amendment to the Constitution of India.

World Health Organisation, Geneva. **Guidelines for Counselling about HIV Infection and Disease**. Geneva. WHO, 1990, p.48. (WHO AIDS Series 8).

The guidelines describe the nature, role, and principles of counselling, the psychological repercussions of HIV infection associated disease, and special situations in which counselling is called for. The guidelines are mainly for counsellors, health care workers and others with a model for use in counselling the people affected directly or indirectly by HIV infection and AIDS.

Mukhopadhyay, Swapna and Savithri R. **Poverty, Gender and Reproductive Choice : An Analysis of Linkages**, New Delhi, Manohar Publishers and Distributors, 1998, p 126, Rs.250.

The study provides new insights into the complex interlinkages between factors that determine fertility decisions among the rural poor. It contains an analysis of the data generated by an in-depth household survey of 2000 households in rural Uttar Pradesh and Karnataka carried out during 1994.

Malgavkar, P.D. **Compulsions of Population Scenarios 2001**, New Delhi, Ashish Publishing House, 1991, p 168, Rs.150.

It studies the implications of population growth on people below poverty line and the needs: basic and developmental, such as food, clothing, water, housing and supporting

construction, health care, education, energy, transportation and communication.

The study observes that poor health and high mortality in the country are due to poor nutrition, contaminated drinking water-supply and insanitary surroundings resulting from unprotected and widespread defecation which in turn spreads faecal diseases.

It also notes that educational requirements would necessitate an allocation of 10 per cent of GDP. It suggests that the government should concentrate its energies where the need is the most and the private sector and voluntary agencies do not come in, namely primary and post-graduate education.

World Health Organisation, Geneva. **Guidelines on Sterilization and Disinfection Methods Effective against Human Immunodeficiency Virus (HIV)**. Geneva, WHO, 1989, p.11. (WHO AIDS Series 2).

The human immunodeficiency virus (HIV) - the causative agent of acquired immunodeficiency syndrome (AIDS) - can be transmitted from one person to another through the use of non-sterile syringes, needles, and other skin - piercing and invasive instruments. Proper sterilization of all such instruments is therefore extremely important to prevent its transmission.

This booklet gives detailed information on the methods and chemicals that are most appropriate and effective against HIV in the field, emphasis is given to the use of heat for sterilization and disinfection.

Gurumurthy, K.G. **The Aged in India**. New Delhi, Reliance Publishing House, 1998, p 170, Rs.225.

The study selects 600 (60+) informants from rural Karnataka divided into four categories : (i) Aged with financial means and some one to care, (ii) Aged with financial means but no one to care, (iii) Aged with some one to care but no financial means, and (iv) Aged with neither financial means nor some one to care. The work spans the field from economic aspects to the health and housing conditions of the aged, their social life, part-time activities and the services for the aged.

Mukhopadhyay, Swapna. **Ed. Women Health, Public Policy and Community Action**. New Delhi, Manohar Publishers and Distributors, 1998, p 192, Rs.330.

The volume contains papers presented in a National Seminar on Gender, Health and Reproduction organised by the Institute of Social Studies Trust in November 1995 in New Delhi.

It is divided into four parts. Part one is on macro scenario on health; part two on micro studies on gender and reproduction and part three on NGO Initiatives in health care. The last part deals with policy issues.

Seminar proceedings and agenda have been given at the end.

Agrawal, S.P. and Aggarwal, J.C. **Development of Education in India : Select Documents 1993-1994, Volume Four**. New Delhi, Concept Publishing Company, 1997, p 447, Rs.600.

The study is divided into four parts. Part one presents an overview of educational developments. Part two includes select documents covering diverse facts of education. Part three is devoted to educational statistics. The last part consists of appendices relating to topics not covered earlier.

World Health Organisation, Geneva. **AIDS Prevention through Health Promotion : Facing Sensitive Issues**. Geneva, WHO, 1991, p. 78.

This document is intended primarily for health promoters and educators dealing with the spread of AIDS in their countries. It examines one particular aspect of the AIDS pandemic : the reaction of individuals and groups to AIDS and how health promotion programmes can take these reaction - which are often irrational from a public health point of view into account.

Sinha, Mridula. **Neither Puppet Nor Butterfly**. New Delhi, Ocean Books, 1998. p 89. Rs.150.

The document is an assortment of essays on the socio-political face of

women today, with special reference to India. The author explores women's participation in politics, age-bound traditions, as well as their attitudes and approaches to their own problems. She emphasises that education, health and self-reliance are key tools towards liberation, whilst family courts, Anti-Dowry Cells and Legal Assistance Centres are on the increase, long-term rehabilitation is the need of the hour.

Apart from extolling the cause of women, the author places a large onus on women themselves - to preserve the values of marriage and motherhood, to be more than mere adorners, to be as conscious of their duties as of their rights.

World Health Organisation and United Nations Education, Scientific and Cultural Organization. **School Health Education to Prevent AIDS and STD : A Resource Package for Curriculum Planners - Handbook for Curriculum Planners**. Geneva, Global Programme on AIDS, World Health Organisation. 1994. 88 p. (WHO AIDS Series No.10).

This handbook for curriculum planners outlines the main steps in curriculum planning to design HIV/AIDS/STD education programmes for the school systems, for students aged between 12 and 16. The programme presented in this package is based on participatory methods.