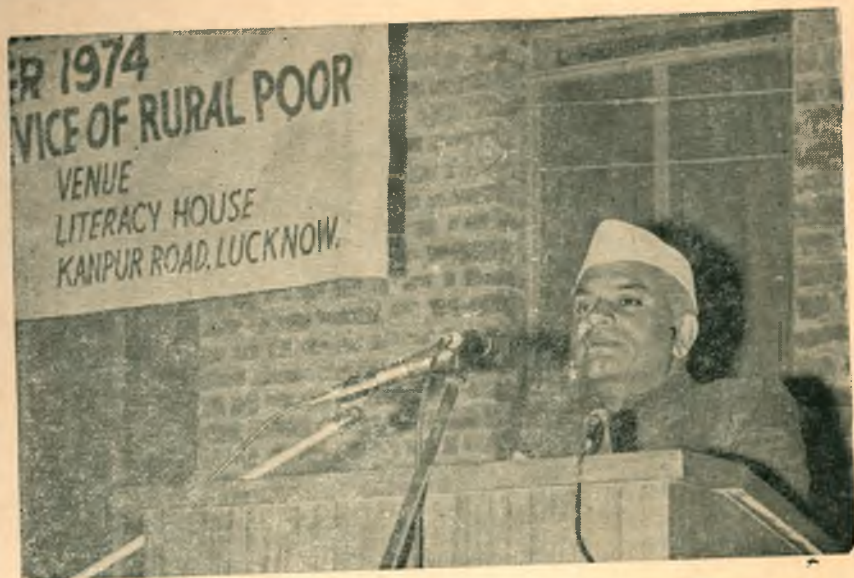


ADULT
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INDIAN ADULT EDUCATION ASSOCIATION



The Finance Minister of U.P. Shri N D. Tewari delivering the Inaugural Address



A section of the audience at the Inaugural Function

**ADULT EDUCATION FOR
RURAL POOR**

Adult Education in the Service of the Rural Poor

*Report of the All India Adult Education
Conference*

Lucknow, November 3 - 6, 1974

INDIAN ADULT EDUCATION ASSOCIATION

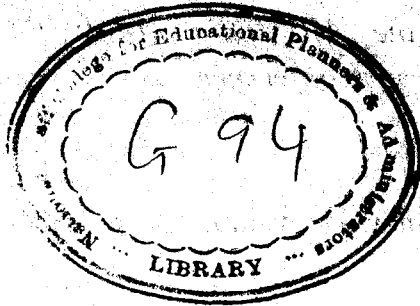
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INTRODUCTION

The 27th All India Adult Education Conference on "Adult Education in the Service of the Rural Poor" began its four-day session in Lucknow on November 3, 1974 under the presidentship of Dr. Mohan Sinha Mehta.

The Conference was convened by the Indian Adult Education Association.

Inauguration

Shri N.D. Tewari, Finance Minister of Uttar Pradesh, inaugurated the Conference. He said that in adult education programmes, priority should be given to civic education of the masses. Shri Tewari said that due to rural electrification, pucca roads, etc., there was a change in socio-economic milieu of the rural people and they were becoming more or a less urbanised. The adult educators must take notice of this change while preparing literature and audio-visual aids for such people.

The Minister asked the delegates to concentrate their efforts to plan the programme of adult education for the 21st century. The type of institutions needed for such work should also be thought out, he added.

Earlier, Shri B.P. Joshi, the then Director, Literacy House, in his welcome address, mentioned the problems of adult education in Uttar Pradesh and the adult education efforts being made through Nehru Yuvak Kendras, Voluntary Organisations and National Service Scheme.

Dr. Mehta, in his presidential address, emphasised the necessity of developing human skills in all developmental works. He said that the schemes of the country were generally drafted by the elite section of the society and were not benefitting the majority of the rural poor.

Dr. Mehta emphasised the need for changing the outlook of the people. He was of the firm view that the education of the mind and of the hand could only bring economic, social and political progress in the country. The all-round development of the personality should be the aim of adult education in the country, he added.

Shri V.S. Mathur, in his Key-note Address on Socio-economic Background to Rural Poverty, said that agriculture had to play a key-role in economic development of the country. The desired progress in agriculture had not been achieved because of outmoded land relations and outmoded methods of production.

He said that the Green Revolution had not helped the rural poor because it had not been used on small and economically viable farms. Shri Mathur said that if the rural poor really wanted to improve their lot, then there was no other way than to organize themselves. They should have free and independent organisations of their own, he added.

Discussion

The conference studied the techniques of literacy-teaching to farmers and rural artisans, both rural men and women, training in self-help for rural people and for undertaking cooperative activities, specially to reach, as far as possible, the lowest rungs of the social and economic ladder. It examined the formal and non-formal education programmes for rural women and non-formal, out-of-school training programmes for the age group between 16 to 30 years.

The delegates were divided into four groups each with a Chairman and a Rapporteur. The Group Chairmen were Shri N.R. Gupta, Dr N.P. Jain, Dr. T.A. Koshy and Shri M. G. Mane.

The Group Rapporteurs were: Dr. V.L.N. Reddy, Dr. S. P. Ahluwalia, Shri L. Vedapuri, Shri B.R. Vyas, Shri N. K. Pant and Shri G.K. Gaokar.

The delegates had a programme of sight-seeing in and around Lucknow on November 5, 1974. They were also entertained with a puppet show and a cultural programme.

KEY-NOTE ADDRESS

V.S. Mathur

Let me first begin by congratulating the Indian Adult Education Association—and all of you—for choosing “Adult Education in the Service of the Rural Poor” as the main theme of this conference. The rural poor indeed constitute the overwhelming majority of the people of our country. Any change which adult education may be able to help bring about in their conditions is bound to be of crucial significance for the country as a whole. But before we proceed to consider the role of adult education, let us be clear as to who the rural poor are and what is their economic and social situation. Even a cursory look at the rural scene would reveal that the main preoccupation of the people in the countryside is agriculture and allied industries and crafts. The unfortunate fact is that though agriculture is, and will continue for quite some time to be, the backbone of our economy, it has not brought prosperity to the people who are engaged in it. Most of those in the countryside are living in conditions of acute poverty often much below subsistence level. Their income is low, their employment irregular, their mode of work often onerous and their standard of living dismal. These general statements however, do not create a clear picture in our mind about the conditions of the rural poor.

Let me quote from a recent enquiry into the earnings of rural people in the district of Bankura in West Bengal. The survey conducted in 1972 and 1973, in six districts in the State of West Bengal show that the “per capita daily earnings of agricultural workers worked out to 26 paise through manual labour”.

The Report goes on to state "assuming for the sake of argument, that workers in these areas do supplement their income, through Government relief, clandestine activities like illicit felling of trees from the Government forests, begging in the nearby cities, working in non-agricultural jobs, etc. by another 24 paise per day, their income even under most liberal calculation cannot go beyond 50 paise per head per day. In fact, the Report on the Economic Conditions of Agricultural Workers in the District of Bankura" by the Government of West Bengal after discussing the per capita income of an agricultural worker states "the fact that he exists is a miracle."

Shri D. Bandhopadhyaya, Joint Secretary, Ministry of Labour, Government of India in a brilliant address to a recent Seminar stated that a dietician friend of his had calculated that 50 paise per capita income per day could at the best enable an agricultural worker a total intake of 480 calories per day at the average price level of April-May 1974. He started the Seminar by telling that in the animal world, even animals of the size of field rats had an average per capita daily consumption of 150 grammes of cereals and 50 grammes of vegetables with caloric value of approximately 565. Thus a large number of agricultural workers have a daily calory intake of less than that of a field rat.

The draft Fifth Five Year Plan 1974-75, page 7-8 has given a table on required improvement in the share of bottom 30% of the population in the total private consumption for removal of poverty. The Planning Commission estimates that at present the share of the bottom 30% of the population is only 13.46% of the total private consumption. If this share remains unchanged the total given in the draft Five Year Plan shows that the average per capita consumption of the bottom 30% would rise from Rs. 25 per month at 1972-73 prices in 1973-74, to Rs. 29 in 1978-79, Rs. 35 in 1983-84, and Rs. 38 in 1985-86. Thus, if the present conditions continue even at the end of the perspective

period in mid-80s, per capita consumption for this segment of population would be below the norm of Rs. 40.6 per month at 1972-73 prices.

Mr. Robert S. McNamara, President, World Bank Group, in his famous address in Nairobi, Kenya on September 24, 1973 described the condition of the poor in developing countries in the following words :

“—One-third to one-half of the two billion human being in those countries suffer from hunger or malnutrition.

—20% to 25% of their children die before their fifth birthdays. And millions of those who do not die lead impeded lives because their brains have been damaged, their bodies stunted and their vitality sapped by nutritional deficiencies.

—The life expectancy of the average person is 20 years less than in the affluent world. They are denied 30% of the lives those of us from the developed nations enjoy. In effect, they are condemned at birth to an early death.

—800 million of them are illiterate and, despite the continuing expansion of education in the years ahead, even more of their children are likely to be so.

This is absolute poverty : a condition of life so limited as to prevent realisation of the potential of the genes with which one is born; a condition of life so degrading as to insult human dignity—and yet a condition of life so common as to be the lot of some 40% of the peoples of the developing countries.”

These are the people whom we have to keep in mind while planning our educational activities. How can we help them to recover from this poverty and destitution? How can we help to rekindle faith in themselves and in their own efforts? It is hardly necessary to remind you that by far the major occupation of the people in rural areas is agriculture. While agricultural production in the country has gone up since we achieved our independence, all will agree that much more still remains to be done. And indeed, the conditions of the people in the countryside as I have pointed out earlier, continue to be miserable and desperate. Why that is so? To me, it appears that there are two aspects of the situations in agriculture which need consideration, namely, land relations and technology. Unless, the people who cultivate the land are assured of a just and fair share of the fruits of their labour there will not be much incentive for them to put in their best. Now the record of legislative enactments of the State Governments as well as of the Centre may appear to be quite impressive. However, not all that needs to have been done has been done to meet out greater social justice in the countryside. Further most of the legislations have been merely on the statute book and their implementation has been lacking. Persons like Shri Gulzarilal Nanda, our former Minister of Planning and Minister of Home Affairs in his report to the All India Congress Committee on Progress of Land Reforms in India submitted in late 50s had this to say :

“No organised effort was made to make the tenants understand the law and to ensure that they take advantage of it. Even where the tenants are aware of their rights, they are generally in too weak a position—both economically and socially—to insist on their right. In some states there are no village records from which a tenant can establish his possession. Even where his name is entered the landlord has so much influence in the village that frequently it is very difficult for the tenant to establish possession. In some cases the attitude of the revenue officers may at times be unconsciously against the tenants.”

Mr. Nanda further pointed out that in several areas in India after the acceptance of the Tenancy Act of 1950, peasants were illegally evicted since there was no check against this practice. In some cases, violence was used against the tenants, elsewhere peasants gave up their tenancy rights "voluntarily". How voluntary would have been this "voluntarily", I leave it to you to imagine.

Dr. Frithjof Kunnen, an ILO Consultant, has stated that "ceiling legislation hardly affected inequalities at the village level: the laws did not seriously affect the rural upper class (except some absentee or very big landlords). The present landlords could retain their property and power. At the same time, the law rarely benefitted share-croppers, and nearly never improved the situation of landless labourers...." He goes on further to comment that "the success of all these regulatory measures is limited. It proved difficult to enforce the reforms and in quite a number of cases the laws remained unimplemented." The lesson he draws from the working of land reform legislations is that "if tenants interests are backed by tenants' associations, there is much better pre-condition for the successful implementation of tenancy legislations."

Speaking about land reforms, Mr. McNamara has this profound statement to make: "What we must recognise is that land reform is not exclusively about land. It is about the uses—and abuses—of power, and the social structure through which it is exercised." Mr. McNamara concludes "but the real issue is not whether land reform is politically easy. The real issue is whether indefinite procrastination is politically prudent. An increasingly inequitable situation will pose a growing threat to political stability."

The other aspect is application of new technology and use of modern methods of cultivation. In recent years, there has

been technological progress of tremendous significance termed as Green Revolution. This consists mainly of intensive cultivation and the use of high yielding variety of seed, better fertilisers and other inputs. This has indeed three potentialities. It can help increase agricultural production. It can make available more opportunities for employment and it can lead to a more equitable distribution of income. These are very commendable aims in case we can achieve them. However, the experience of green revolution has been that it has failed to achieve any of the above, adequately. Indeed, sometimes the experience has been quite otherwise. Though it is true that there has been some increase in agricultural production because of the use of high yielding varieties of seeds and application of the requisite inputs and irrigation, their potentiality however, has far from been exhausted. One aspect of this development which causes great concern is that since some increase in agricultural production has been achieved solely through the application of inputs, this has been used to create an impression that institutional changes affecting land relations would cause a disturbance in this course and thereby affect agricultural production. Indeed quite the contrary is true. More just land relations would lead to more agricultural production. It is a misconception that only large farms can effectively utilise this new technology of green revolution. Accordingly to all experts, this technology is size-neutral which means that it can be used on big as well as small farms. Of course, the small farms have to be of economic size. Since it is a technique of intensive cultivation, the actual results on small farms are bound to be better. This is fully supported by the experience of countries like Japan and Taiwan where the size of the farms after their celebrated land reforms were reduced and these have permitted much higher yield per acre. Japan today produces 6,720 kg. of grain per hectare on very small farms compared with the average of Asia of 1,750 kg. According to the World Bank, there is overwhelming evidence of Japan to disprove the proposition that the productivity

of small scale holding is inherently low. Further, a number of recent studies in developing countries has demonstrated that given the proper conditions—and the emphasis is on proper conditions and ancillary services—small farms can be as large farms. It has been pointed out for example, that output per hectare in Gautemal, Republic of China, Brazil and even India was substantially greater on smaller farms than on large ones. And obviously, for countries where land is scarce the relevant measure of agricultural productivity is not output per worker but output per hectare.

With regard to opportunities for employment, the recent experience in India and other countries has been that instead of increasing the opportunities for employment, the use of this new technology by big farmers has in fact reduced opportunities for employment. These farmers have been using big tractors, threshers and other agricultural machinery used on big farms like those in the U.S. to displace labour. Since agriculture has become very lucrative profession, the big land-owners are trying to cultivate their lands themselves with the help of machinery and hired labour. This is borne out by the figures with regard to cultivators and agricultural workers in the Census reports. According to Census of 1971, the number of landless agricultural workers in India is 47.48 million in 1971 while it was 31.51 million in 1961 and 27.49 in 1951. The figure regarding the cultivators has gone up to 78.17 million in 1971 from 59.73 million in 1951.

With regard to income disparities, it is well known that they have widened. Therefore, while the green revolution had the potentiality of increased agricultural production, greater opportunities for employment and more equitable distribution of income, none of the three have been achieved. Indeed, much of the benefit of our developmental efforts has gone to the rural rich. If this continues how can we hope to reverse the

trend and improve the conditions of the rural poor ? This trend can be reversed only when the rural poor themselves become conscious of the situation and recover faith in themselves and their united efforts to change the situation. They must realise that nobody else will or can bring about the change in their favour. This has not happened so far and is not likely to happen in the near future unless they themselves organise to protect and promote their interests.

Adult education can make a tremendous contribution in awakening this consciousness. Organisations of the rural poor are a must not only for proper implementation of the land relations laws but also for the full realisation of the potentialities of green revolution. These organisations will have dual functions— they will on the one hand act as pressure groups to protect and promote the interest of the rural poor and on the other, operate as their arm in production, develop cooperative activities for production and ensure popular participation in economic development. If such organisations are to be created, developed and enabled to function the crucial role will be that of education. Their success depends on the development of leadership from amongst the rural poor themselves in the countryside. Leadership development would require that indigenous leaders being thrown up by group inter-active processes are provided with education, skill and experience and are entrusted with more and more complex and challenging tasks as they mature in terms of personality and skill. Leadership development in this sense can take place within the framework of a broad-based educational effort. Education in this context, of course, does not refer to conventional product of institutional life pedagogy. Education here means a total life-related process in which the imparting of concepts, ideas and information takes place in the immediate context of problem-solving action and where, therefore, no lag develops between knowledge and praxis. In such a situation “education” becomes a component of ‘action and action’ becomes a positive feedback process into education.

Adult Education movement of the country has this challenging and historical role to play. I have no doubt that we will be able to discharge this responsibility with credit. Indeed, we can afford to ignore this call only at our own peril.

GROUP REPORT NO. I

Chairman : Shri N. R. Gupta

Rapporteurs : Dr. V. L. N. Reddy

Dr. S. P. Ahluwalia

Sub : Techniques of Literacy Teaching to Farmers and Rural Artisans (both men and women)

As a result of the discussion, the following points emerged.

Teaching of reading and writing is not the beginning of literacy teaching.

We should try to create a desire in the adults to learn, reading and writing by talking to them about their own life experiences, their profession and their problems and impress upon them as to how the ability to read and write will help them solve their day to day problem and increase their knowledge and functional competency.

We should know our adults first. The learners do not make a homogeneous group. The differences of age, mental development, vocation in life, and their functions in the family and the society, their interests and aptitudes have to be understood.

Thereafter we should arrange the learners in as much homogeneous group as possible and adjust the teaching programme to their needs and problems.

Teaching must result in learning. It is therefore necessary that what is taught to them relates to their own needs, experiences, life problems and their level of understanding.

It should be put to them in a meaningful way, and in a language, which is easily understood by them and is easy to write.

The teacher should aim at getting the maximum achievement in the minimum time. He should start from things nearest to the learners and take them further.

Reading and writing should go hand in hand to create and sustain interest and to give a sense of achievement.

The reading material should be in the learners own language so as to be easily understandable and usable.

Adults learn through active participation. The teacher should therefore, certainly use the boards, put questions, get answers, and help the adults to respond to questions.

Adults want us to do for them what they need. They are not worried for what we want to do for them. The content of the teaching learning process should be need based and problem-oriented.

The teacher should exploit the learners talent and supplement the programme with audio-visual aids and activities to make lessons more interesting and effective.

Literacy programmes should not consist of reading and writing alone. They must be a suitable mix of reading , writing and other creative activity including field visits and cultural entertainment programmes.

The set of books used should be supplemented by extra reading material. That encourages the learners by producing in them a sense of satisfaction.

The programme should have an inbuilt process of

evaluation for the teacher to know how far his effort is bearing fruit, without having the knowledge of a test, this will also make the learners aware of the progress they are making. This would inspire them to become more confident and self-reliant.

Literacy programmes must be followed up by provision of useful supplementary reading material based on local needs and the learners' ability to understand.

The teachers' own personality and devotion to the cause is a very important factor in the success of the whole programme. The teachers need constant guidance and encouragement for performing their difficult task effectively. They should be helped to develop a local volunteer group for cooperation in the effort.

Methods of teaching literacy and the techniques to be adopted to make them successful will always depend upon the environmental conditions, learners needs and their desire to learn. The teacher should have the ability and vision to adopt the right approach to the problem for satisfactory results.

Proper maintenance of records of attendance and progress by the teachers will help the organisers, the learners and the teachers themselves in assessment of the efficacy of the programmes.

Wherever feasible adult literacy programmes should be supplemented by training in different crafts to make them productive and socio-economically useful.

The subject content of the reading material should be adjusted to the personal, social and vocational needs of the learners constituting the group.

GROUP REPORT NO. II

Chairman : Dr. N. P. Jain

Rapporteur : Shri L. Vedapuri

Sub : Training in self help for rural people and for undertaking cooperative activities specially to reach as far as possible the lowest rungs of the socio-economic ladder.

Following are the some of the important points which emerged out of the discussions :—

Self help should be visualized within the perspective of local infrastructures, indigenous local wisdom and local needs. The emphasis be laid on creating awareness amongst the rural poor about their needs, problems, resources, products, raw material and how they can themselves involve in utilizing these fully for their own development.

The main objective of adult education programmes aiming at promotion of self help should be preferrably for the people between the age group of 18 to 40 years.

Contents of these programmes should be economic rather than social and cultural, if they are to be meant for the rural poor. The conventional methods of lectures and discussions in training for self help for rural poor may have limited applicability.

The people should be involved in action programmes built around economic activities suited to local conditions.

Self help at the level of community is found to take the form of mutual help. Training assumes special importance and efforts to involve people in mutual help activities. The mutual help programmes have taken the form of Cooperative Societies but unfortunately always they were not geared to the needs of rural poor. Efforts need to be made to launch programmes specially meant for rural poor.

One of the major reasons for rural poverty is the exploitation of the poor farmers by middle men and money-landers. The Adult Education workers should make people aware about this exploitation. This awareness is prerequisite for the success of the action programmes launched to ameliorate their poverty conditions.

The training programmes, pertaining to the development of self-reliance should not confine only to the training of vocational oriented activities. The objective should be that the people should be able to stand on their own legs when the outside help even in the form of catalytic agent is withdrawn.

As for methods of working and techniques of training, it was observed that the programmes of training can be taken as formal and non-formal and separately for literate and illiterate villagers.

Successful experiments which have grown out of local efforts can be utilised for highlighting values of self help from the very beginning of the project.

The main beneficiaries, be that the group of women, rural non-student youth or landless labourers should be enabled to organise themselves into some kind of associations. It was reported that a group of women in Surat district have started a Bank, completely run by the women. The District Co-operative Society arranged its training for rural women to perform various duties in the Bank. The project was commendable.

While starting a training cum action project or just a specific training course, the existing facilities available in the area in the form of Farmers Training Centres, Small Farmers Development Agencies, Khadi and Village Industries programmes and even some well to do farmers should be taken into cognizance.

GROUP REPORT NO. III

Chairman : Dr. T. A. Koshy

Rapporteur : Shri B. R. Vyas

Sub : Formal and Non-formal education programmes for rural women.

The group decided that the topic assigned to it should be discussed in relation to the theme of the conference and therefore the discussion should be centred round rural women who are poor and socially backward. The group then identified the following categories of rural poor women for whom formal and non-formal education programmes need to be organised :—

- (a) Landless women agricultural labourers
- (b) Women belonging to share cropper families
- (c) Women belonging to families owning less than 1 hectare (2.5 acres) of cultivable land.
- (d) Women engaged in other rural occupation such as artisans.

The group then discussed the nature of programme for each category mentioned above. The main objectives of such an educational programme is to make them aware that due to lack of organisation of their own, they are forced to accept very low wages than what they actually deserve. In this connection, it was brought out by the participant from Kerala, that the landless agricultural labour, both men and women, in that state is well organised by trade unions owing allegiance to different political parties. As a result of this, they have been able to improve their bargaining power resulting into daily wages of Rs. 7/-for women, while in other parts of the country the wages are just half or even less than that. As most of the women

falling in this category would be illiterate, the educational programme should include literacy.

The programme should aim at imparting occupational skill so that they could produce more and also improve their chances of employment. It is generally observed that the productive capacity of a worker is influenced by his/her health, and for this reason health, sanitation, nutrition and family planning should form an integral part of the education programme. Training in Arts and Crafts during their off season for supplementing their income and raising their standard of living should also be included.

Although these women are normally not in a position to save anything, they may be taught the advantages of saving, even a little, to be used in times of emergency. The savings need not necessarily be in cash but may be in kind. It was also brought to the notice of the group that such a saving programme is being operated in some parts of West Bengal.

The members of the group stressed the need for inculcating amongst the rural women a positive and helpful attitude towards their fellow workers so that they can get together for group action. This may also help them in developing self-reliance.

The educational programmes should aim at the removal of superstitious beliefs and practices which may help in creating rational thinking amongst them.

The women belonging to the share croppers' families need to be educated about modern methods and techniques of agriculture so as to increase the yield per hectare.

In the case of small farm holders, importance need to be given on kitchen garden, poultry, bee keeping etc. for increasing

the food production and supplementing their diet. It has been observed that due to fragmented holdings it has been difficult to use modern machinery and implements, which adversely affects the yield per hectare. Therefore, the advantages of consolidation of holdings even by exchange or mutual agreement should be included in the educational programme. Consolidation of holdings would further facilitate economic use for irrigation, water, pest control etc.

The schemes whereby the small farmer can get agricultural credit through cooperative societies and Banks need to be included in the educational programmes.

It has been observed that the farmers owning less than 1 hectare (2.5 acres) of land are often not aware of the Government schemes for raising production on such farms. Educational programme therefore should make them aware of the details of the schemes and the nature and source of assistance available to them under such schemes.

The group then discussed the question as to what non formal education is needed and for whom. It was of the opinion for younger women in the age group 15 to 25 facilities may be provided for attending condensed courses of the type being run under the auspices of the Central Social Welfare Board. These courses are for enabling young women who have little or no schooling to get education up to the primary school level in about two years and upto the 8th class level in another two years. In addition to the condensed course, various courses in craft training which are offered in cities and towns should be offered in the villages also so that the poor women of the younger age group could attend the courses and take up handicrafts as a subsidiary occupation.

The group then took up the question of non-formal education for the different categories of rural poor women

mentioned above. The group stressed that the principal aim of such education should be the development of the women as human beings or as persons, as workers, as wives and mothers, and as citizens of a democracy in a free society. In order to develop educational programmes for effective performance of these functions, an integrated approach should be adopted. However, in the context of poverty, educational programmes to improve their occupation by, acquiring new knowledge and skills should be given high priority. Health, particularly maternal and child health, sanitation, nutrition and family welfare planning should be included in the integrated curriculum. Inculcation of moral values, character building, promotion of social equality and patriotism should also find a place in the curriculum. The duration of the courses will vary according to the content based on identified local problems.

These educational programmes should be action oriented and not merely to transmit knowledge and information. In the initial stages, the teacher as well as the organisers have to help the women participants to decide on the action to be taken and encourage them to take such action. As they build up confidence in taking action on their own initiative, the teacher and organisers may gradually withdraw from this role. In this respect, the teacher and organiser have to play a "catalyst" role.

The group then discussed a related question, namely whether the organiser of non-formal education should undertake the provision like seeds and fertilizers and also delivery of services like medical check up, medicines, and vaccinations. The opinion was that the effort should be to direct the women participants to obtain the inputs and services from the existing sources institutions, both governmental and non-governmental. If the organisers have their own facilities for providing such inputs and services, they may provide them in a limited way to demonstrate the value and effectiveness of the innovations or improved practices taught in the non-formal classes.

The group then discussed the methods and materials to be used for non-formal education and generally agreed that for teaching literacy, methods of functional literacy should be adopted. Other methods to be employed are discussion, demonstration, use of visual aids, field visits and group action. As for the preparation of teaching and reading materials for functional literacy, these should be prepared according to the local vocabulary and illustrations should be suitable to the environment of the women participants. Centrally produced materials may not be very useful in this regard.

In implementing non-formal education programme, effort should be made to obtain the cooperation and involvement of local institutions and the community itself, including their support in cash or kind.

The group also stressed the need for having a built-in feed back evaluation system for programme improvement and adequate follow-up programme so that the women may sustain the benefits derived from non-formal education.

GROUP REPORT NO. IV

Chairman : **Barrister M. G. Mane**

Rapporteurs : **Shri N. K. Pant**
Shri G. K. Gaokar

Sub : Non-formal and out-of-school training programmes for rural youth of age group roughly between 16 to 30 years.

The group considered non-formal education and out-of-school training for the rural youth recognising the poverty of rural masses; the depressed social and cultural environment of the rural areas; state of illiteracy, ignorance and superstitions of rural men and women and the present position of lack of employment opportunities for the youth.

The group discussed the connotation of non-formal education and agreed that the non-formal education may be understood as any organised educational activity outside the established formal system of education. It embraces educational components for programmes designed to serve broad developmental goals, as well as the academic objectives, such as functional literacy. The group felt that non-formal education and formal education are essentially complementary and mutually reinforcing.

The group agreed that the objective of adult education for the rural poor is to generate in them an awareness of the depressed state of their existence and to develop right response to tackle the problems responsible for the same. While the programmes of non-formal education will embrace the entire rural youth population but emphasis has to be laid on such programmes which are designed to benefit those belonging to the lowest strata of rural society. It will include both young women and men.

The non-formal education should provide a minimum package which will help to develop right attitude, skills and knowledge among the rural youth. Six elements could be suggested as illustrative of a minimum package for non-formal education :

1. Development of positive attitude, namely cooperative attitude towards, family, community and in all learning environment;
2. Functional literacy programme;
3. To develop a scientific outlook and an elementary understanding of forces of nature which influences agriculture most;
4. Functional knowledge and skills for raising a family and operating a household which will include family planning, parent craft, health and nutrition;
5. Functional knowledge and skills for earning a living will include training in new agricultural methods, animal husbandry, horticulture, poultry farming, tailoring, carpentry, masonry, blacksmithy etc.
6. Functional knowledge and skills for civic participation, will include civic education, sanitation programmes, cultural activities, community festivals etc.

The group very strongly felt that before embarking upon non-formal education and out-of-school training programmes a quick survey of the area is to be made with a view to ascertain the need, resources and support of the youth for such a venture. The group cautioned that without proper assessment, adequate preparation and planning and testing the feasibility rushing into action might harm the objective of adult education.

The group recognised that various official and non-official agencies are working for different programmes for the benefit of the rural poor and felt that they are not-so effective in the absence of proper co-ordination at the village level.

The group opined that ultimately this coordination can be best exercised by the rural youth and the village community but they need assistance, support and guidance which should come from the adult education programme.

The group recommended that non-formal education and out-of-school training programmes should include those which are in keeping with spirit of youth and are challenging enough to inspire them.

Finally the group would like strongly to recommend the idea that the Indian Adult Education Association may set up 'pilot' projects in some places to develop non-formal education and out-of-school training programme which may serve as model.



Group discussing the subject of the conference.



The Hony. General Secretary, Shri S.C. Dutta reading the report of the Association.

RESOLUTIONS

1. This Twenty Seventh Adult Education Conference held in Lucknow from November 3 to 6, 1974 regretfully notes that a very large majority of the people of India specially those living and working in the countryside, continue to lead a life of abject poverty bordering on destitution. Their income is low, their employment irregular, their mode of work often onerous and conditions of living dismal. This calls for drastic changes in the whole approach to the problem of rural poverty. There is urgent need, on the one hand of initiating and undertaking a wide range of economic and social activities for meeting the varied needs and requirements of the poor people in the rural areas and on the other hand the imperative necessity of changing the out-moded economic and social structure in the countryside with the object of bringing about conditions both for economic development and social justice.

In the field of Agriculture which is, and for quite some-time likely to continue to be, the major occupation of the rural poor, there is need for establishing a more just and equitable system of land relations as well as suitable supporting institutions. The experience of two decades of planning, legislation and development has clearly shown that however well intentioned they might be, their benefits hardly reach the rural poor for whom they were primarily intended. In the process, the rich become richer, and the poor still poorer. There is, therefore, a strong need for developing representatives self reliant democratic organisations of the rural poor as effective watch dogs of their interests. The poorer sections of the rural people should be enabled to create a powerful instrument by which, on the

one hand they can assert their will and promote their interests and on the other, strengthen their operative functions of production and related activities.

The Conference is emphatically of the view, that the main thrust of adult education in the service of the rural poor should be to inspire an attitude of radical change and help mobilise organised action. Programmes of adult education should stimulate and generate such action. Plans for education and action should therefore, be within the same synoptic field as two closely inter-related activities. Education should lead to action and participation which in their turn would result in promoting further education. Only then will education and action acquire a dynamic character fulfilling their historical roles in the crucial stage of the country's economic and social development in conditions of freedom and democracy.

In order that adult peoples education becomes a vital and effective instrument in the service of the rural poor, it is essential to re-define its priorities and functions, and on that basis to effect a re-structuring of the total educational and development services particularly for rural India. The rural school must be rescued from its present deplorable condition both with regards to its personnel and its social and instructional programmes. It should be helped increasingly to become the centre of education working for the service of the whole community. Its functions should cover total education—formal, vocational, non-formal and informal for the children, the youth as also for adults of all sections of the community with particular emphasis on the education of women. The school should become the agency through which all the services of the state in the fields of agriculture, industry, health and social well-being should be provided and coordinated and to which all sections of the people should turn in times of need for help and advice. Working in close co-operation with

organisations of the rural people, the two together, could strive effectively to ensure that the provisions of the service accords fully with the needs and also that they reach those people for whom they are primarily created.

The concept outlined above will call for drastic re-structuring of the state services and apparatus. And yet it is not likely to call for any greater additional resources, since it is possible that the pooling together of all the available resources and their effective utilization might meet the purpose. However, the initiation and the process of education and development here proposed need not wait till full structural changes as indicated are achieved. Pragmatic approach and well considered efforts can well be started soon. They are bound to have their own dynamics in bringing about the necessary changes and orientation of ideas and attitude in accelerating the process and leading to building up of a structure suited to the needs of the rural poor.

The Conference therefore calls upon the Indian Adult Education Association and its Institutional Members to initiate, support and cooperate in programmes of education for the rural poor.

2. The conference notes with satisfaction that the educational strategy in the Fifth Five Year Plan is built on the assumption that formal and non-formal education should be correlated and integrated, since in a country like India with enormous educational needs, formal education through full-time and institutionalised education only, cannot by itself be sufficient for the achievement of major educational objectives. It is also based on the assumption that non-formal ways of imparting education will be developed for all categories of learners and at all levels of education : for children, youth and adults and from elementary to higher education. The conference supports

the proposal that emphasis in the fifth plan will be laid on the following programmes :

a. Non-formal education for non-school going children in the age group 6-14.

b. Non-formal education for youth in the age group 15-25.

c. Functional literacy linked with development schemes. The conference also welcomes the acceptance by the Government of recommendation made by the Task Force on Adult Education that 2% of the budget of all development schemes should be earmarked for education and training of the beneficiaries and people otherwise affected.

The conference appeals to the institutional and individual members of the Indian Adult Education Association not only to extend cooperation to the government but also be involved themselves in the implementation of these programmes.

3. The conference is happy to learn that the Department of Social Welfare and the Central Social Welfare Board is launching a scheme of non-formal education for adult women during the Fifth Plan period. As this is a new venture, it is necessary that voluntary organisations with experience in similar programmes should be involved in the implementation of this scheme. As the programmes of such organisations are being coordinated by the State Social Welfare Boards and the Central Social Welfare Board, this conference, representing a large number of voluntary organisations, recommends that for successful implementation, the scheme may be entrusted to the voluntary sector through the Central Social Welfare Board.

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4. Shri D. Kariappa Gowda,
President, Karnataka State
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Mysore.

5. Smt. C.K. Dandiya,
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University of Rajasthan,
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6. Dr. V.L.N. Reddy,
Director, Deptt. of Adult
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wara University, Tirupati.

7. Dr. N.P. Jain,
Director, Rural Service
Deptt. Ministry of Agri &
C. D., Krishi Bhavan,
New Delhi.

Treasurer

Dr. Amrik Singh,
Secretary, Association of
Indian Universities,
New Delhi.

Hony. General Secretary

Shri S.C. Dutta,
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8. Shri K.M. Jaisani,
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9. Shri N.D. Tewari,*
Finance Minister, Govern-
ment of Uttar Pradesh,
Lucknow.
10. Shri Anil Bordia,*
Director, University and
Higher Education, Mini-
stry of Education & Social
Welfare, New Delhi.

*Coopted Members

MESSAGES

President of India

The President is glad to know that the Indian Adult Education Association will hold the 27th All India Adult Education Conference at Lucknow from the 3rd November, 1974. He offers his greetings to the participants and organisers on the occasion and hopes that the discussions will prove to be useful and instructive. He sends his best wishes for the success of the conference.

Vice-President of India, Shri B. D. Jatti

I am glad to know that the Indian Adult Education Association is organising the 27th All India Adult Education Conference in Lucknow in November. The large and growing population in the country has made the problem of education very complex. I hope the Conference will help in the collation of all the suggestions and recommendations of the various bodies and individuals for reform in our educational system.

I send my best wishes for the success of the Conference.

Prime Minister of India

The Prime Minister of India sends her good wishes for the success of the 27th All India Adult Education Conference, which is being held in Lucknow in November.

Minister of Planning, Shri D. P. Dhar

I am happy to know that the Indian Adult Education Association is organising the 27th All India Adult Education

Conference in Lucknow from November 3 to 6, 1974. The Association has chosen a very appropriate subject, "Adult Education in the Service of the Rural Poor", for discussion. As stated in the Draft Fifth Five Year Plan, the removal of poverty and the attainment of self-reliance are the two major objectives which the country has set-out to accomplish in the Fifth Plan. Adult Education can make a significant contribution in this regard by fostering the requisite attitudes, capabilities and skills among the people so that they may participate meaningfully in the development effort.

I send my best wishes for the success of the Conference.

Chief Minister of Andhra Pradesh, Shri J. Vengala Rao

I welcome the 27th All India Adult Education Conference in Lucknow under the auspices of the Indian Adult Education Association from November 3, 1974. Despite the impetus imparted to it, the spread of literacy in India is not what it ought to be. Much, therefore, remains to be done in this field. I do hope that the Lucknow conference will impart a sense of urgency to the programme of adult literacy. I wish the deliberations of the conference all success.

Chief Minister of Goa, Daman and Diu, Smt. Shashikala Kakodkar

In a growing economy of ours Adult Education has assumed special significance and importance in development oriented activities. Adult Education in fact is the most essential activity for realisation of our several projects, mainly intended to improve living conditions of our people in rural areas.

I am, therefore indeed very happy to know that the 27th All India Adult Education Conference is to be held in Lucknow from November 3 to 6, 1974. I am confident that the delibera-

tions at the proposed Conference will greatly help us in solving our problems and difficulties presently faced by us in the matter of educating our masses.

I wish the organisers of the Conference good luck in their endeavours.

Chief Minister of Himachal Pradesh, Shri Y. S. Parmar

I am happy to know that the Indian Adult Education Association is organising 27th All India Adult Education Conference in Lucknow from November 3 to 6, 1974.

Adult Education is extremely important in rural areas which have suffered long neglect in the matter of education in the past. Now, the shape of thing in these areas is encouraging. The expansion of adult education will help in removing the backlog of illiteracy in the middle age group.

It is really a pleasure to learn that the subject of discussion during the conference is "Adult Education in the Service of the Rural poor" and I hope that the Conference will discuss the ways and means to take up this work speedily.

I wish the deliberations a success.

Chief Minister of Karnataka, Shri D. Devaraja Urs

Though India has made progress in many fields since Independence, literacy is deplorably lagging behind some bright spots in urban areas notwithstanding. The pattern of education in vogue in India needs a thorough overhauling to suit the changed situation and illiterate and semi-literate adults should be rescued from the world of perpetual darkness. The light of learning will enable them to shed their inhibitions, shake off superstitions and the inbred belief in fatalism and thus lead them

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to a new lease of life with a sense of commitment to national affairs.

My sincere best wishes for the success of the 27th All India Adult Education Conference in Lucknow from November 3 to 6, 1974.

Chief Minister of Rajasthan, Shri Harideo Joshi

I am happy to learn that the Indian Adult Education Association is organising the 27th All India Adult Education Conference at Lucknow from 3rd November, 1974.

I am told the Conference would discuss "Adult Education in the Service of the Rural Poor". Today the country is passing through a crisis. There is scarcity of foodgrains and consumer goods. The answer to all these ills lies in the increase of production in the fields. Unfortunately the prevailing illiteracy in farmer is keeping him behind in adopting newer scientific methods and techniques of cultivation. The Adult Education programme, therefore, would help to train the outlook of our adult, farmer in the rural side and this would give a fillip to the economic emancipation of the rural poor.

I wish your deliberations and the Souvenir all success.

Chief Minister of West Bengal, Shri S.S. Ray

I am pleased to learn that the 27th All India Adult Education Conference is to be held at Lucknow from November 3rd to 6th, 1974.

The subject under discussion—"Adult Education in the service of the rural poor" is indeed a very important one. The farmer can only take an intelligent view of inputs and outputs or their relation to production and profits if knowledge of literacy be given to him. Whether it be a matter of agricultural

production, co-operative programme or of social development and economic growth, adult education is essential.

I send my good wishes for the success of the Conference.

Chief Executive Councillor of Delhi, Shri Radha Raman

Adult Education has assumed great importance today when the horizons of knowledge are extending almost every moment. We need, therefore, a very efficient and rationalised system of adult education that would not only meet the demands of the illiterate masses but also of the educated and those engaged in various professions, to keep them abreast of the latest in technical know-how. Any Adult Education movement has, therefore, to take this into account and see that it does not only give emphasis on the learning of 3 R's, but also on developing professional competence.

I hope the Conference that you are organising will throw light on various aspects of Adult Education Movement in India so that it could be geared to meet the challenge of the times.

Appendices

PROGRAMME

Sunday, the 3rd Nov. 1974

2-30 p.m. to 5-30 p.m.

6-00 p.m. to 7-30 p.m.

Registration of delegates

Inaugural Function

1. Invocation Song
2. Welcome Address
3. Inaugural Address
4. IAEA General Secretary's Report
5. Messages
6. Presidential Address
7. Vote of Thanks
8. National Anthem.

Monday, the 4th Nov. 1974

10-00 a.m. to 11-00 a.m.

Key-note address on Socio-Economic Background to Rural Poverty and General Discussion.

11-00 a.m. to 11-15 a.m.

Coffee Break

11-15 a.m. to 1-00 p.m.

General Discussion on the Key-note address and formation of groups.

2-30 p.m. to 5-00 p.m.

Group Discussion in four groups

1. Techniques of literacy teaching to farmers and rural artisans, both rural men and women.

2. Training in self-help for rural people and for undertaking cooperative activities, specially to reach as far as possible the lowest rungs of the social and economic ladder.
3. Formal and non-formal education programmes for the rural women.
4. Non-formal and out-of-school training programmes for the rural youth of age group roughly between 16 to 30 years,

6-00 p.m. to 8-00 p.m.

Puppet Show

Tuesday, the 5th Nov. 1974

10-00 a.m. to 1-00 p.m.

Group Discussion continues

1-00 p.m. to 2-30 p.m.

Lunch

2-30 p.m. to 5-00 p.m.

Finalisation of group reports

6-00 p.m. to 8-00 p.m.

Cultural Programme

Wednesday, the 6th Nov, 1974

10-00 a.m. to 11-30 a.m.

General Body Meeting of the
Indian Adult Education
Association

(FOR MEMBERS OF THE
INDIAN ADULT EDUCA-
TION ASSOCIATION ONLY).

11-45 a.m. to 1-00 p.m.

Discussions on Group Reports.

1-00 p.m. to 2-30 p.m.

Lunch

2-30 p.m. to 4-30 p.m.

Valedictory Function.

LIST OF PARTICIPANTS

ANDHRA PRADESH

1. **Shri Adishesuva, H**, Project Officer (Materials), Non-formal Education Project, Andhra Mahila Sabha, Hyderabad.
2. **Shri Bose, C.**, Sarvottama Bhavanam, Vijayawada.
3. **Dr. Reddy, V.L.N.**, Director, Deptt. of Adult Education, Sri Venkateswara University, Tirupati.
4. **Dr. Simhadri, Y.C.**, Reader & N.S.S. Coordinator, Deptt. of Sociology and Social Work, Andhra University, Waltair.

ASSAM

5. **Shri Talukdar, B.K.**, Deptt. of Education, University of Gauhati, Gauhati 14.

BIHAR

6. **Fr. Gonsalves, G. J.**, Supervisor, Rural Development Programme, K.R. Educational Association, Bettiah, Distt. Champaran.
7. **Shri Shrivastava, M. P.**, Dy. Director of Education (Basic & Primary), Directorate of Education, Govt. of Bihar, Patna.

DELHI

8. **Dr. Amrik Singh**, Director, South Delhi Campus, Delhi University, D-25 'D', NDSE Part II, New Delhi. (Now Secretary, Association of Indian Universities, Rouse Avenue, New Delhi.)

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24. **Shri Saxena, J.C.**, Senior Research Officer, Planning Commission, Yojana Bhavan, New Delhi.
25. **Shri Sethi, D.P.**, Central Institute of Research & Training in Public Cooperation, Hauz Khas, New Delhi.
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30. **Shri Shukla, Y.P.**, Vice-Chancellor, Saurashtra University, Rajkot.

HARYANA

31. **Shri Ghai, I.S.**, State Institute of Education, Gurgaon.
32. **Shri Kaushal, S.S.**, Asstt. Director, Directorate of Public Instruction, Govt. of Haryana, Chandigarh.
33. **Smt. Kapoor, P.**, Adult Education Officer, State Institute of Education, Gurgaon.

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34. Shri Bajanna, G.U., Tiptur, Tumkur.
35. Smt. Devamma, L., Tiptur, Tumkur.
36. Shri Gowda, G.T.K., Taluk Development Board, Tiptur Tumkur.
37. Shri Gowda, M.R.T., Chairman, Village Panchayat Tiptur, Tumkur.
38. Shri Gowda, D.K., President, Karnataka State Adult Education Council, Krishnamurthypuram, Mysore.
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101. **Shri Bajaj, S. S.**, Reader in Agriculture Extension, College of Agriculture, Poona.
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56. **Shri Nagaraj, C.B.**, General Merchant, Tiptur, Tumkur.
57. **Smt. Nanjamma**, Mahila Samaj, Tiptur, Tumkur.
58. **Shri Nagappa, T.R.**, Distt. Executive Officer, Adult Education, Chikkumaglor.
59. **Shri Narayana, Y.V.**, Taluk Executive Officer, Taluk Adult Education Committee, Tiptur, Tumkur.
60. **Shri Narasimhamurthy, K.**, D.C.C. Bank, Tiptur Tumkur.
61. **Shri Ramesh, H.K.**, Mallikarjuna Temple Road, Tiptur, Tumkur.
62. **Shri Rangaiiah, L.**, Director, Cooperative Society, Gandhinagar, Tiptur, Tumkur.

63. **Smt. Rathamma, B.A., Member, Mahila Sabha Tiptur, Tumkur.**
64. **Shri Sadashivaiah, M.S., Secretary, Milk Cooperative Society, Tiptur, Tumkur.**
65. **Smt. Sarvamangala, A.S., Tiptur, Tumkur.**
66. **Shri Sivanna, M.B., Village Panchyat Member, Tiptur.**
67. **Smt. Sumitramma, Member of the Cooperative Society, Gandhinagar, Tiptur.**
68. **Shri Urs, N.M., Vice-President, Cooperative Society, Tiptur, Tumkur.**
69. **Shri Viswanath, H., Secretary, Cooperative Society, Tiptur, Tumkur.**
70. **Shri Vijayanna, Chairman, Village Panchayat, Tiptur, Tumkur.**
71. **Shri Yathiswar, P.N., Tiptur, Tumkur.**

KERALA

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73. **Shri Krishna Kumar, G.P., Kerala Social Education Association, Roadmaster Buildings, Punnem Road, Trivandrum.**
74. **Shri Kamath, D.N., Kurikayil House, Shertallai.**
75. **Shri Menon, G., Lecturer, Rural Institute, Tavanur.**
76. **Shri Pillai, G.V., Headmaster, S.M.H. School, Kottarakara, Quilon.**

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98. **Shri Tewari, M.L.**, 7 Gopalbagh, Indore.
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119. **Shri Shah, R.D.**, c/o Shri Gupta Manpada, Thana.
120. **Shri Vanarase, S.J.**, Centre of Continuing Education, University of Poona, Poona.
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PUNJAB

127. **Shri Megh, B.K.**, Guru Nanak University, Amritsar.
128. **Shri Patra Singh**, Under Secretary, Education, Govt. of Punjab, Chandigarh.
129. **Smt. Sharma, K.**, Officer on Special Duty, Social Education, Govt. of Punjab, Chandigarh.

130. Smt. Sodhi, G., Circle Social Education Officer, Social Education Circle, Patiala.

RAJASTHAN

131. Shri Bhai Bhagwan, Janta College, Rajasthan Vidyapeth, Udaipur.
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134. Smt. Dixit, Asha, Deptt. of Adult Education (Extn), University of Rajasthan, Jaipur.
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147. **Shri Sharma, H.L., Project Incharge, Seva Mandir, Udaipur.**
148. **Shri Shrivastava, Om, Seva Mandir, Udaipur.**
149. **Shri Sinha, R.K., NSS Co-ordinator, Birla Institute of Technology and Science, Pilani.**
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164. Shri Goel, G.S., Anand Nivas, Gular Naka, Banda.
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166. Shri Gokul Prasad, Village Naubasta, P.O. Kakoi, Distt. Lucknow.
167. Shri Kumar, O.P., Youth Coordinator, Nehru Yuvik Kender, Pratappgarh.
168. Shri Khare, B.B., Literacy House, P.O. Alambagh, Lucknow.
169. Shri Mitra, S.N., 115 Ashok Nagar, Allahabad.
170. Smt. Mahendrajit S. Singh, 15/198 Vikramjit Singh Road, Kanpur.
171. Smt. Merchant, R., 81 Canning Road, Roshanara, Kanpur.
172. Shri Ram Shankar, Literacy House, Alambagh, Lucknow



Dr. M.S. Mehta delivering the Presidential Address



The President-elect Dr. M.S. Adishiah addressing the delegates