

Non-Formal Education: A Remedy and a Restorer

*Report of the 28th All India Adult Education
Conference*

Jabalpur, October 25-27, 1975

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9770

INDIAN ADULT EDUCATION ASSOCIATION

**17-B, Indraprastha Marg,
New Delhi-110002**

Published by
Indian Adult Education Association
17-B, Indraprastha Marg,
New Delhi-110002

Acc. 9770
2/3/77

Printed at :
Everest Press
4, Chamelian Road,
Delhi-110006.

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INTRODUCTION

The 28th All India Adult Education Conference of the Indian Adult Education Association on "Non-formal Education: A Remedy and a Restorer" began its three-day session in Jabalpur, Madhya Pradesh on October 25, 1975 under the Presidentship of Dr. Malcolm S. Adiseshiah.

Welcoming the delegates, the Mayor of Jabalpur, Shri G. P. Patel said that adult education should be considered as an essential part of all development programmes.

Shri P.C. Sethi, Chief Minister of Madhya Pradesh in his inaugural address said that adult education was a great necessity in this country. All efforts should be made to wipe out illiteracy from India.

Delivering the key-note address of the conference, Shri P.N. Haksar, Deputy Chairman, Planning Commission, said that adult education should be instrument of social transformation. He asked the adult educators to take into consideration persons at the grass-root level in planning their programmes. Adult Educators should realize the realities of the situation and plan their programmes accordingly which should be based on the necessities of life, he added.

Shri Haksar said that agricultural transformation was the need of the hour. The poverty in the country cannot be removed unless agriculture is modernised alongwith the modernisation of industry, he added.

Dr. M.S. Adiseshiah in his presidential address said that non-formal education was not only to look after the requirements of non-starters and dropouts but also of the farmers, industrial workers and women, etc.

Discussion

The conference discussed the subject under the following sub-heads:—

1. Non-formal Education for School Drop Outs;
2. Non-formal Education for Youth—Age Group 15-25;
3. Non-formal Education for Women;
4. Non-formal Education for Farmers;
5. Non-formal Education for Industrial Workers;
6. Policy for Non-formal Education and its Financing.

The delegates were divided into six groups to discuss the subject of the Conference. The Group Chairmen were Shri D. Kariappa Gowda, Dr. D. Subba Rao, Shri B. Chatterjee, Shri. N.K. Pant, Shri C.R. Bhatt and Smt. C.K. Dandiya.

The group rapporteurs were Shri B.R. Vyas, Dr. (Mrs) Asha Dixit, Smt. Bimla Bhatnagar, Shri S. S. Sekhon, Shri S.N. Lal, Shri B.C. Rokadiya and Shri B.B. Mohanty.

The valedictory address of the Conference was delivered by Mrs. Chander Prabha Pateria, Chairman of the State Social Welfare Advisory Board.

222 delegates from 19 States/Union Territories attended the Conference. Universities of Rajasthan, Delhi, Andhra, Tirupati, Saurashtra, Marathwada Agricultural, Nagpur, Jabalpur, Aligarh, Jadavpur, Visva Bharathi, and Gurunanak Dev also deputed the delegates.

The delegates had a programme of sight-seeing in Jabalpur on October 26, 1975. They were also entertained with cultural programmes.

REPORTS OF SUB-GROUPS

Group-I

Non-formal Education for School Drop Outs

Mr. D. Kariappa Gowda, President, Karnataka State Adult Education Council was the Group Leader and Mr. B.R. Vyas Dy. Director of Education, Delhi was the Rapporteur for this group.

The group identified the reasons for school drop outs as:

1. Poverty;
2. Apathy towards education in the family;
3. Distance of the school from the residence of the learner especially in the rural areas;
4. Lack of interest among the teacher due to non-availability of physical facilities and distance to be covered by them;
5. Rigid curriculum not suiting the needs of the learners.

The group felt that before any programme of non-formal education was launched for the school drop outs, the following steps were essential:

1. A survey of the particular area/locality will have to be carried out for assessing the number of drop outs and their socio-economic background and the needs for further education—general or job-oriented.

2. Training personnel needed for the programme will have to be drawn out from the particular area/locality as far as possible. This will bring about a sense of belongingness among

the learners and teachers. Orientation for the methods of teaching will have to be provided to the trainers.

3. The timing of the programmes will have to be varied according to the conveniences of the students. The duration will also differ according to the level of understanding of the group. The programmes will have to be flexible.

4. For job oriented programmes maximum use of local resources will have to be made.

The group felt that the school drop outs can be passified under three categories:

- (a) Those who want to join the main stream of education under the scheme of multiple point entry system;
- (b) Those who want to improve their occupational skills;
- (c) Those who are under-employed, unemployed and want to learn certain occupational skill for bettering their economic conditions.

The group made the following recommendations:

1. The basis of primary education should be strengthened by providing adequate physical facilities for the teachers and also by improving service conditions so as to bring about a sense of stability and security in them.

2. Schooling facility should be available within a distance of 2 Kms. from the place of learners' residence especially in the rural areas.

Both these measures will help in reducing the number of drop outs from the school to a very great extent.

3. The curriculum and content to be followed under the programme besides being need based-should also be job-oriented.

4. The centre of non-formal education so formed should also take into account the availability of local resources for general as well as job-oriented education.

5. The reading material to be provided to the teachers under the scheme should be according to the understanding and the interest of particular age group.

6. The State Governments should be requested to make the multiple point entry system at the school level a regular feature of admission so that the drop outs can join the main stream of education as and when they need it.

7. The Central/State Governments should be requested to give due recognition to the learners coming out of their scheme in government and other services. This is possible only when stress is not given for proper qualification only, but by assessing the suitability of a candidate for a particular job from the point of view of this being functionally useful.

8. The state and the local government should be requested to provide all facilities for the implementation of the programmes by way of making existing resources available such as building, library and workshop facilities.

9. An agency at the Distt/Taluk level should be formed for the supervision and evaluation of the programme. So as facilities be made available for the necessary feed back for sustaining the interest of the learners.

Group-II

Non-formal Education for Youth—Age group 15-25

Dr. D. Subba Rao, Director of Adult and Continuing Education, Andhra University, Waltair was the Group Leader and **Dr. (Mrs.) Asha Dixit**, Deptt. of Adult Education (Extn.) Rajasthan University, Jaipur was the Rapporteur.

The group emphasised that non-formal education was not just a new term for old Adult Education. Neither it was a

secondary education for those children and youth who for various reasons could not get the formal education. The concept of non-formal education did not also mean mere addition of new types of programmes to the conventional programmes. The objective of non-formal education was to provide basic training to help each group to become conscious of their needs and problems and to learn to achieve their own goals and the goals of societies of which they form a part, by acquiring proper knowledge, skill, practice and attitudes. The following groups were identified:

1. Those who never went to school;
2. Those who left too early;
3. Youth in search of employment;
4. Youngmen and women in rural areas;
5. Youth in tribal areas.

Again youth could be classified : i) illiterates; ii) drop outs; and iii) those who needed continuing education.

The specific objectives for 3 groups were identified as:

i) Illiterates :

- (a) To make the illiterates conscious about the problems and responsibilities.
- (b) To provide better learning facilities for them to become literate.
- (c) To develop certain skills useful in their vocation.

ii) Drop-outs

- (a) To provide facilities for further education for those who want to continue education.
- (b) To develop certain skills for those who want to do a job and provide general knowledge.

iii) Continuing Education :

To provide continuing education facilities of different types through various means.

organisation & agencies

The non-formal education for this age group would be undertaken by different agencies. It need not confine to a single agency. Different agencies can attempt different styles based upon their resources, clients and the area in which they operate.

The three agencies are :

- (1) Government agencies like Departments of Education.
- (2) Institutions other than government like Zilla parishads, Panchayats, University departments and other institutions employing large group of persons in this age group.
- (3) Voluntary agencies doing educational and social work can take up this scheme either of their own accord or with the help of finance provided by Government or local bodies.

curriculum

(1) The group felt that the curriculum for the first group namely illiterates should consist 4 units - (1) Literacy, (2) Numeracy, (3) Technocracy, and (4) Social problems.

(2) (a) The curriculum for the second group should be a modified and condensed course of the existing syllabus for those who want to enter the main stream. They may be prepared to appear for VIII class or X class or still further depending upon their needs.

(b) For those who want job-oriented courses, suitable training may be arranged with the help of local agencies

including industry, business, transport and so on.

(c) For those who want to take continuing education courses suitable course content and syllabus may be prepared based on their needs.

The group suggested that workshops should be held at different levels to prepare detailed curriculum materials including course content, lesson units and other teaching materials.

supervision

The supervision will be undertaken by the agencies engaged in non-formal education. The supervision should not only control but also help the concerned programmes in formulating schemes, teaching materials and so on.

planning

The actual planning of the programme should be based on local needs. They should keep in mind the following criteria:

- (1) What the people want to learn and practice?
- (2) When they want it?
- (3) How they want it?

Duration, time and place should be decided in consultation with people in the local area. There should be flexibility in regard to hours depending on local conditions including seasonal variation.

evaluation

Evaluation of a formal type may be avoided. Evaluation should be as non-formal as the non-formal system of education. As experience is gained in the field suitable evaluation material and procedures might be developed.

Group—III

Non-formal Education for Women

Shri B. Chatterjee, Director, National Institute of Public Co-operation and Child Development and Smt. B. Bhatnagar, Dy. Director, Directorate of Non-formal Education acted as the Group Leader and Rapporteur respectively.

On the question of non-formal education for women there were many viewpoints. The consensus of the group was that the objectives of the non-formal education programme should be to prepare women for an informed and intelligent participation in solving general problems of their life and in contributing to the economic and social transformation of the society. The group felt that though the education of women is important for all ages and stages, priority should be given in the age group of 15-25. There was also considerable discussion on the content of non-formal education for women. The group felt that a number of programmes were already going on in this area. There was a need of survey at the state or regional level for all the programmes and services already provided and an attempt should be made to synthesise and coordinate these programmes. The stage in the life cycle of the target population may be kept in mind and the content should be developed around specifically. The main emphasis will have to be on learning three R's., management of value and efficiency in work. It would also be useful to teach one part of the economic value. There should be a core and non-core curriculum. The core curriculum should be based on common social attitude and skills and non-core or optional programme should include other role related competencies.

The manner of extending the programme to various groups was also discussed. It was suggested that the use of folk medium should be explored. Educational institution like institute of education, agricultural universities, colleges of education etc. should help in the preparation of material in the development of methods. It was pointed that a voluntary organisation

should look to assess their own efforts and the methodology. New programmes should be developed and continuous efforts made to offer new ones into various organisations and groups.

Group—IV

Non-formal Education for Farmers

Shri C.R. Bhatt, Secretary, Gujarat State Social Education Committee was the Group Leader, and Shri S.S. Sekhon, Education Department, Government of Punjab and Shri S. N. Lal, Assistant Secretary, UGC acted as Rapporteurs.

The recommendations of the group may be very briefly summarised as :

1. To make education accessible to larger sections of rural community through non-formal means.
2. To relate this education to the environmental, social, modern citizenship and developmental needs.
3. To make the educational process lead farmers to self-learning, problem solving initiative and participation.

types of programmes

1. Functional literacy programmes.
2. Radio, films, television and audio-visual programmes.
3. Short courses such as :
 - (a) Agricultural developmental problems.
 - (b) Utilisation of modern techniques of cultivation, use of fertilizers etc.
 - (c) Modern Indian citizenship.
 - (d) Problems of social integration in the context of the country.
 - (e) Health and hygiene.
 - (f) Scientific development.

4. Training.

5. Holding of seminars and group discussions.

6. Organising farmers festivals, bringing up their local cultural talents.

curricula

The curriculum for short courses may contain :

- information about Indian heritage ;
- elementary knowledge of main features of our constitution, and economic development;
- fundamental knowledge of elements of national integration, civic rights, responsibilities and community living ;
- basic skills in reading, writing and mathematics, co-related with attitudinal changes and optitudinal promotions ;
- basic knowledge for understanding various social, economic, scientific, technological changes affecting the farmers agricultural basic knowledge of technical agricultural know-how and improved farm practices ;
- information and knowledge regarding the various facilities available from the departments and agencies such as banks, farmers cooperative credit societies etc. ;
- knowledge of the elementary principles of health, hygiene and sanitation ;
- elementary knowledge of family planning, family life and child care ;
- knowledge about the importance of national festivals and religious festivals with stress on their national interpretations ;
- training in plant protection, use of fertilizers, improved methods of irrigation etc. through brief courses.

organisational set up

1. Coordinating committees for the non-formal education for farmers should be constituted at the state, district, block and village levels consisting of the representatives, of the different agencies and institutions running this programme.

2. Chalking out of the programmes, necessary arrangements for running the programmes at the village level inviting educators from institutions and agencies to the actual site of the programme, arrangements of necessary funds, transport and other facility would be done by the Distt. coordinating committees, which may have one among them as chairman and other as the coordinator.

3. The block committees and the village committees may decide about the programmes to be conducted in their respective areas in consultation with the district committee.

4. At the village level, there would be a programme conductor who may be designated as "Gram Sathi". He would be coordinator of the village committee.

learning material

1. Combined primer and reader for learners.
2. Teacher's guide for group leaders and educators.
3. A kit of teaching charts.
4. Other supplementary material according to the interest and needs of different learner's groups.
5. Effective distribution of the material should be ensured.
6. Need of a central reporting agency to coordinate production of the above material.

training of educators

1. Initial training of 10 to 15 days for every instructor/

Group Leaders (teachers, students, volunteers, various professionals, social workers etc.).

2. Various training institutes available in the area could be entrusted with the work of conducting the training.

evaluation & assessment

1. Evaluation of the progress of the adults.

2. Evaluation of the success and impact of the programme from the point of view of

- (a) educational achievement.
- (b) literacy achievement.
- (c) efficiency of training programme.
- (d) suitability of literature supplied.
- (e) strength and weakness of the administrative and organisational arrangements.

financial aspect

1. The "Gram Sathi" should be chosen by the village committee who may be inspired to render his services voluntarily. However, if such a suitable man is not available, he may be paid an honorarium of Rs. 50/- per month.

2. The district, block and the village committees may try to meet the expenditure at their respective levels from their own resources supplemented by the local contributions, grants from different agencies and state committees.

Group—V

Non-Formal Education for Industrial Workers

Shri N.K. Pant, Associate Director, School of Correspondence Courses, University of Delhi and Shri B.C. Rokadiya Dy. Director, Directorate of Non-Formal Education acted as the Group Leader and Rapporteur respectively for this group.

The group felt that non-formal education should focus on meeting the educational needs of workers—men and women—in organised and non-organised sectors in large and small scale enterprises working on various levels. There will be skilled, semi-skilled, unskilled, literate, semi-literate and illiterate groups.

To start with emphasis have to be on programmes for industrial workers in the urban industrial cities. The programmes will have to be diversified so that it take into account the need of the particular group related to their work, their family life, and their participation in socio-economic and civic affairs of the community.

The group emphasised that non-formal education was the responsibility not only of the educational institution but a co-operative effort of several official, non-official agencies which include unions, voluntary agencies engaged in educational and developmental programmes, employers organisations and associations and also of individual employers.

The group noted while the existing programmes illustrates some of the ways and means of meeting the needs and requirement of the workers, there was a vast area still to be covered and the majority of workers need to be brought into the orbit of non-formal education.

The group also took note that there was relatively greater motivation among the workers for learning and there was a wide range of teaching and learning facilities and equipment available in different agencies which could be utilised and harnessed in the development of non-formal education for industrial workers. There could not be a single designed or a pre-determined programme of education for all workers. The multifaceted or polyvalent character of the needs will demand an equally matched programme determined on the basis of the study of learning requirement and should be a joint endeavour of workers, employers and programme organisers.

The group noted that the commitment of the country to the 20-Point Programme envisaged for development and socio-

economic transformation necessitated preparation of workers through education for their participation in management of industry and affairs impinging upon their contribution to increasing the productivity and at the same time safeguarding their own well-being.

Group—VI

Policy for Non-formal Education and its Financing

Smt. C.K. Dandiya, Director, Department of Adult Education (Extension), University of Rajasthan, Jaipur and Shri B.B. Mohanty, former Unesco Adviser, Cuttack, Orissa acted as the Group Leader and Rapporteur respectively for this group.

The Group to start with, examined the scope of the topic for discussion and agreed to discuss about an overall policy on non-formal education for the country as a whole.

Any policy decision flows from a political commitment. The preamble to the Constitution of India focus the need to secure to all its citizens—equality of status and of opportunity and the Universal Declaration of Human Rights stresses the right of education for one and all.

Against this perspective, the Group felt that although the 20-Point Economic Programme of the Prime Minister now beginning to be vigorously implemented reflect the desirability of organising non-formal education programmes for various groups, this should be brought very clearly into focus so as to justify its role in the economic regeneration of the country.

The following were the recommendations of the Group:

1. Policy

1. The Central Government and the State Governments should make a policy statement on Non-formal Education on the lines of the 1967 policy statement on Education ; such a policy statement should define the concept of non-formal education and areas to be covered under it, earmark all the agencies, both public and private to be concerned about and

responsible for it, and make broad indications regarding the availability of finance for its implementation.

2. The National Board of Adult Education, already constituted by the Government of India in the Ministry of Education is now defunct, and during the past few years the entire concept of Adult Education has broadened. The Board should be reconstituted as a larger form giving representation to all possible interests.

3. Appropriate legislative measures should be taken to introduce support and implement all types of Non-formal Education programmes at various levels by several organisations so that apart from enabling the Central and State Governments to issue the above mentioned policy statement on Non-formal Education the following socially desirable ends are met :

- (a) In-service training of workers in factories, establishments, farming, cooperatives, defence establishments, and Railways etc. should be made obligatory for the management and vertical and horizontal mobilities are to be linked with the non-formal educational programmes for workers.
- (b) All village Panchayats, Municipalities and city Corporations are to be directed to implement Non-formal Education programmes for various groups such as farmers, artisans, landless labourers, women workers, youth, school and college drop-outs etc. as a priority programme.
- (c) There should be an Apprenticeship Scheme for the out-of-school youth, both in the urban and rural areas so that he gains experience in Non-formal education and in turn contributes his share into it.
- (d) The school and the cooperative have to render all possible assistance for the successful implementation on Non-formal Education programmes.

4. All the students at the school and university stages should be exposed to Non-formal Education, both in theory and practice, through development of appropriate curricula.

5. Every school should have a teacher exclusively for Non-formal Education.

II. Financing

1. The Group thought that it is not wise to proceed under the assumption that additional funds are must for Non-formal Education programmes, and proceeded with the premise that possibilities have to be explored for obtaining the necessary finance from the present economy, untaxed areas and the existing budgetary provisions which in many cases provide for enormous allocation of funds.

2. If it was true that 60% of our primary students were dropout and 20% of teachers, according to the statistics available from one state were surplus than their financial implications were obvious.

3. All cooperatives, large and middle farmers and medium and small scale industries should contribute towards non-formal education through the imposition of a small cess, as has been the case in Tamil Nadu.

4. It has been suggested in the 5th Five-Year Plan that 2% of the total budget of any development activity should go to the beneficiaries. Rs. 6000/- crores are being spent annually for public sector industries, and these organisations should set a model and an example before their counterparts in the private sector by contributing appropriate finance for Non-formal Education.

RESOLUTIONS

1. Within the broad ambit of adult education, non-formal education represents sharpening of focus as well as the adoption of a new strategy. It does not seek to replace the formal system of education nor provide an alternative to it. But it certainly can and should play a remedial role in respect of those who have either not had access to the formal system or have had to drop out of it for reasons they could not help.

2. By virtue of its very nature, non-formal education emphasises flexibility, diversity of approach and operations and the needs of the individual and his environment. To look upon it as a second rate pattern of education is to misjudge its true nature. Instead it should be looked upon as a new type of education which compliments and, in its own way, strengthens the formal channels of education. Even more than that, it has the capacity to vitalise the formal system of education in so far as the latter with the passage of time tends to become uncreative, impersonal and not always relevant to the current changing situations.

3. In specific terms, the non-formal approach can be utilised with particular force in respect of the following ongoing programmes :

- (a) Education of those between 6 and 14.
- (b) Education of those between 15 and 25 with special emphasis on increased productivity through functional literacy in rural as well as urban areas.
- (c) Improvement of skills and productivity of urban workers.

- (d) Education as well more intensive and fruitful participation of women.
- (e) Continuing education at all levels and through all possible agencies including universities.
- (f) Programmes of civic education.

4. While the Union Government has redesignated the Directorate of Adult Education as the Directorate of Non-formal (Adult) Education, a number of other steps are required to be taken by the Government so as to enlarge its area of work and commitment. In this behalf, the following proposal are made:

- (a) The Board of Adult Education established a few years ago may be re-designated, re-constituted, re-activated and given new powers and responsibilities so as to promote and execute programmes in the field of non-formal education.
- (b) In order to concretise the perspectives to eradicate poverty and attain self-reliance now being finalised in the Fifth Plan, it is imperative to place more emphasis on programmes of non-formal education.
- (c) Towards this end, budgetary allocation both at the Central and State levels requires to be more rationally allocated as between the formal and non-formal education system and the total quantum increased as necessary. To start with, 10 per cent of each state education allocation should be earmarked for non-formal education.
- (d) Since the involvement of voluntary agencies is crucial to the success of these programmes the pattern of assistance to them may be re-examined, made more efficient and their financial base strengthened.

- (e) More universities should be persuaded as well as encouraged to undertake programmes of continuing education. They have expertise as well as the resources which deserve to be utilised better.

5. The national leadership and Government of India are requested to mount, with the cooperation and involvement of (a) Universities, (b) Schools, (c) Voluntary bodies, and (d) other agencies such as organised farms and factories a massive campaign on a national basis for eradicating illiteracy and providing education in the country.

6. The Conference expresses its thanks to Shri P.C. Sethi, Chief Minister of Madhya Pradesh for having accepted and inaugurated the 28th Conference of the Indian Adult Education Association in Jabalpur.

7. It also expresses its warm thanks and appreciation to Shri P.N. Haksar, Deputy Chairman, Planning Commission of India for having accepted and delivered the inspiring key-note address of the Conference.

8. It also expresses its gratitude to the Vice-Chancellors of Jawahar Lal Nehru Krishi Visva Vidyalaya as well as the Jabalpur University for their kind cooperation and participation for the success of the Conference.

9. The 28th Annual Conference of the Indian Adult Education Association meeting in Jabalpur from 25th-27th October, 1975 expresses its heartfelt thanks to the hosts, the Samaj Shikshan Samiti, Jabalpur, its officers Dr. Barat, Shri R. Tiwari, Shri K.B. Sinha, Shri S.C. Jain and Shri G.C. Jain and all the members, volunteers and workers who extended to the delegates warm friendship, excellent hospitality and untiring services. The Conference also conveys its appreciation to all the staff in the hostels, houses and in the conference who worked ceaselessly for the Conference.

10. The 28th All India Adult Education Conference meeting in Jabalpur from Oct. 25-27, 1975,

Recalling with gratitude the valuable and effective service to adult education in the country and states given by Mr. A. Deleon, Unesco Education Adviser,

Noting the contribution he has made in the field of ideas and concepts to adult education in the country,

Remembering the cooperation and stimulation provided to the Directorate of Adult Education in the Ministry of Education and Social Welfare and State Departments of Adult Education,

Recalling also his active participation in the Annual Conferences, Seminars and Training Programmes organised by the Indian Adult Education Association places on record its grateful thanks to him for his valuable services.

MESSAGES

President of India

The President is glad to know that the Indian Adult Education Association, New Delhi will hold its 28th All India Adult Education Conference at Jabalpur from the 25th Oct. 1975. 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 will organise the 28th All India Adult Education Conference in Jabalpur from the 25th Oct. this year. I send my best wishes for the success of the Conference.

Union Minister of Agriculture & Irrigation, Shri Jagjivan Ram

My best wishes for the success of the 28th All India Adult Education Conference being organised at Jabalpur by the Indian Adult Education Association.

Literacy and education are basic to development, be it economic or social. It is unfortunate that we have not made adequate headway in wiping out illiteracy. Particularly, our women have lagged behind in benefitting from the spread of education. We must redouble our efforts to remove illiteracy which is one of the worst forms of poverty. It is poverty in itself ; and it breeds other forms of poverty. Economic poverty, ignorance and superstition go hand in hand.

I hope I would be forgiven if I say that many of those engaged in the work of adult education are apt to look upon the problem in administrative and pedantic terms only.

Grandiose and complex model schemes are evolved which are totally divorced from the realities of India, particularly rural India. The programmes of adult education must be conceived of in a manner that can be implemented inexpensively and without labyrinthine administrative and academic super-structures. First thing must be dealt with first. Illiteracy must be wiped out. For that, we must revive the missionary zeal of Gandhiji's times.

I think the time has come for organisations like the Indian Adult Education Association to do a bit of introspection. I hope that the Jabalpur conference will take the initiative in this regard.

Union Minister for Railways, Shri Kamlapati Tripathi

I am glad to learn that the Indian Adult Education Association is organising, the 28th All India Adult Education Conference in Jabalpur. The importance of adult education in a country like ours cannot be over-emphasised. The more our people are educated, the more they will promote various developmental activities.

I extend best wishes for the success of the Conference.

Minister for Education, Prof. S. Nurul Hasan

It gives me great pleasure to send this message on the occasion of the 28th All-India Adult Education Conference which is going to discuss the theme : Non-formal Education : A Remedy and a Restorer.

It is indeed a matter of gratification that the concept of non-formal education is acquiring sufficient identity in its own

right to be discussed at major forums of intellectuals, administrators, educators, and planners in our country. In spite of this growing interest and awareness, attitudes to it are still ambivalent, some claiming a total reformatory role and others reluctantly conceding a subordinate role; some expect miracles to come out of it, while others are inclined to degrade it to a second rate pattern for second rate, deprived citizens. It means different things to different people. On the other hand what we are aiming for, is a transformation of our educational system, whereby formal, non-formal, informal and incidental ways of learning will come together, simultaneously offering to large numbers of youth and adults a wide range of facilities for learning and growing. The task is urgent although its implementation is of such a transformatory nature that it will need long, cautious and strenuous efforts.

In the meanwhile, non-formal education is already being taken up in various States and in various forms. While a variety of experimentation is doubtless vital to the spirit of flexibility and diversification inherent in the programmes of non-formal education, to make it relevant to learners' needs and environmental conditions, nevertheless, it should be built in a common conceptual and directional core. Discussion of this kind will, therefore, help to provide this focus. I would, therefore, like to congratulate the Indian Adult Education Association, for providing an All-India forum for a debate on this vital question concerning our overall educational development.

If non-formal education has to gather momentum and make a socio-economic and socio-cultural impact, it is necessary that both governmental and non-governmental agencies share the responsibility. Educational authorities at the Central, State and District levels have to be involved in promoting and funding non-formal education schemes. Simultaneously, educational institutions, as well as enterprises, cooperatives, panchayats, municipalities and the media have to participate

more actively than in the past to make non-formal education a truly life-long and life-wide process. Above all, non-formal education can get its real social value only if voluntary organisations fully understand their irreplaceable role in promoting and organising programmes of non-formal education.

I hope the conference will grapple with these questions and get to the root of what non-formal education should be like, so as to bring about a more aware and sensitive society and a more just social order. I wish the organisers good discussions and good results.

**Minister for Information & Broadcasting,
Shri Vidyacharn Shukla**

प्रौढ़ शिक्षा के महत्व से हम सब परिचित हैं। मुझे आशा है कि यह सम्मेलन इस विषय में प्रौढ़ वर्ग को आवश्यक मार्गदर्शन देगा। सम्मेलन की सफलता के लिए मेरी शुभकामनाएं।

**Chief Minister of Gujarat, Shri Babubhai J.
Patel**

I am glad to note that a conference of the Indian Adult Education Association is to be inaugurated by the Chief Minister of Madhya Pradesh in Jabalpur from 25th to 27th Oct. 1975. Planning and Development of our rural areas will not be complete unless we take up Adult Education work in a big way. Mahatma Gandhiji always stressed importance of Adult Education programme to workers engaged in the work of rural uplift. I am sure the conference will help in creating greater enthusiasm and firmer conviction for this important work.

Chief Minister of Karnataka, Shri D. Devaraj Urs

I am happy to learn that the Indian Adult Education Association is organising the 28th All India Adult Education Conference in Jabalpur. The subject of discussion is "Non-formal Education : A Remedy and a Restorer". The subject has a vital bearing on the progress of education and the imperative need to improve its quality and reorient our educational system to meet the needs of our fast-changing society.

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

Chief Minister of Maharashtra, Shri S.B. Chavan

I congratulate the Indian Adult Education Association on its selection of the subject "Non-formal Education : A Remedy and Restorer", for discussion in the 28th All India Adult Education Conference to be held at Jabalpur. It is being increasingly realized that in spite of the rapid expansion of the formal and institutional system, a large section of the masses is still denied equality of educational opportunity. The huge expenditure incurred on formal education has yet to ensure adequate returns to society either in terms of economic growth or social integration. Therefore, it has become necessary to find out effective remedies and to provide realistic alternatives which can take worth while education to the masses. However unless non-formal education brings work and learning together and activates the individual's capacity for self-learning, it would not be any improvement on formal education. The object of realistic education should be to make everyone a productive and responsible citizen. If a non-formal system is designed to achieve this object, it could have a desirable impact on the formal and institutional system also and render it more relevant to the needs and circumstances of our country. I have no doubt that the deliberations of your conference would

provide valuable guidelines for the design of such a dynamic non-formal educational system. I wish the conference all success.

Chief Minister of Rajasthan, Shri Harideo Joshi

It gives me great pleasure to learn that the Indian Adult Education Association is organising 28th All India Adult Education Conference in Jabalpur from October 25-27, 1975. The Conference will discuss "Non-formal Education: A Remedy and a Restorer". I am told that Shri P.C. Sethi, Chief Minister, Madhya Pradesh and Shri P.N. Haksar, Dy. Chairman, Planning Commission have been invited to participate in the Conference.

It is really a matter of anxiety for us that the Adult Education Campaign is losing momentum in our country. The real aim of this campaign was to enlighten the adults particularly in the rural areas. It was not necessary to confine adult education to the system of 3 R's but to give them knowledge and information about the fast changing situation in the country and also to train them as to how to make life better for themselves.

I am sure the subject to be discussed by you in the Conference will cover all these points and clear suggestions would come forward for the guidance of all those who are concerned with the field of Adult Education. I wish your Conference a hearty success.

Chief Minister of Tamil Nadu, Shri M. Karunanidhi

Illiteracy is the very bane of our country which is one of the greatest impediments to the economic and social welfare measures of the Government. If illiteracy is wiped out, the people will be able to actively participate and cooperate in the endeavours of the Government. Therefore it becomes necessary that adults are lettered in the three R's.

I am glad to learn that the 28th Annual Conference of the Adult Education is to be held at Jabalpur shortly. I hope the participants will emphasise the need for sound and practical measures in the sphere of adult education.

I wish the Conference all success.

**Chief Executive Councillor, Delhi,
Shri Radha Raman**

I am glad to know that the Indian Adult Education Association is organising an All India Conference at Jabalpur shortly.

It is really unfortunate that after almost three decades of independence, we have not been able to obliterate the blemish of illiteracy from India. I need not say that unless and until we educate each and every one in our country, we will not be able to put the country on a rapid path of progress. However, in a country with a gigantic population of almost 56 crores, it is a colossal task but given the determination and efforts and dedication, this problem could be solved in a couple of years. Educated people, on whom the Society spends a lot of money, owe a responsibility towards their illiterate brothers and they should voluntarily come forward to educate a certain number of illiterate persons with whom they come in contact. The problem of illiteracy is not just that of giving 3 R's but that of giving useful knowledge to the people about their professions and that is required for making them good citizens.

I hope the Conference will go into every detail of the problem and put forth some useful and practical steps.

I wish the Conference success.

Appendices

P R O G R A M M E

Saturday, the 25th Oct. 1975

8.00 a.m. to 10.00 a.m.	Registration of delegates
10.30 a.m. to 12.00 noon	Inaugural Function <ol style="list-style-type: none">1. Invocation Song2. Lighting the Candle3. Garlanding4. Introduction of the Guests5. Welcome Address6. Inaugural Address7. IAEA's General Secretary Report8. Messages9. Key-note address10. Presidential Remarks11. Vote of thanks12. National Anthem.
12.30 p.m. to 2.30 p.m.	Lunch
2.30 p.m. to 4.00 p.m.	<ol style="list-style-type: none">1. Reports of Institutions on non-formal education.2. Formation of Groups
4.00 p.m. to 4.15 p.m.	
4.15 p.m. to 6.00 p.m.	Group Discussion
<i>Sunday, the 26th Oct. 1975</i>	
9.00 a.m. to 11.00 a.m.	Group Discussion

11.00 a.m. to 11.15 a.m.	Coffee Break
11.15 a.m. to 12.30 p.m.	Group Discussion
1.15 p.m. to 5.00 p.m.	Visit to Bheda Ghat (Marble Rocks)
7.00 p.m. to 8.00 p.m.	General Council Meeting of the Indian Adult Education Association.

Monday, the 27th Oct. 1975

9.00 a.m. to 11.00 a.m.	Presentation of Group Reports
11.00 a.m. to 11.15 a.m.	Coffee Break
11.15 a.m. to 1.15 p.m.	Recommendations & Resolutions
1.15 p.m. to 3.30 p.m.	Lunch
3.00 p.m.	Valedictory Function

LIST OF PARTICIPANTS

ANDHRA PRADESH

1. **Shri Narasimham, S.V.L.**, Director, Sree Durga Vidyalyaniketan, Vijayawada.
2. **Shri Purushotham, N.**, Nehru High School, Secunderabad.
 Shri Subhanna, C.V., Distt. Education Officer, Machilipatnam.
4. **Dr. Subbarao, D.** Director of Adult/Continuing Education, Andhra University, Waltair.
5. **Shri Subbarao, D.**, Distt. Education Officer, Khammam.
6. **Shri Sreenivas Rao, K.**, North Lauaguda, Secunderabad.
7. **Smt. Syamala Devi, G.**, Literacy House, Andhra Mahila Sabha, Hyderabad.
8. **Miss Williamson, E.S.**, Chruch of South India, Kurnool.

ASSAM

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17. **Miss Goswami, N.**, North Lakhimpur
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NAGALAND

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ORISSA

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TRIPURA

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TAMIL NADU

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