

# INDIAN ADULT EDUCATION ASSOCIATION

## ANNUAL REPORT 2005

*"If you know, TEACH"*  
*"If you don't, LEARN"*

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## Indian Adult Education Association

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# INDIAN ADULT EDUCATION ASSOCIATION

## ANNUAL REPORT – 2005

It gives me great pleasure to greet you to the General Body meeting of the Indian Adult Education Association and to place before you the Annual Report of the Association for the year 2005.

### **The Global Literacy Scenario**

It gives us the opportunity to reflect upon the efforts we have been making and also to learn from our failures so that we can achieve our target of a sustainable, threshold level of literacy. It is time to assess ongoing programmes and seek new horizons.

In this context we have to take some important decisions which will have far reaching consequences, and which may greatly strengthen the mission of literacy and give to it a new orientation as well as a resurgent spirit.

Special care needs to be taken to bring deprived sections like Women, Scheduled Castes and Tribes and backward classes into the programme. The basic objective is to create an awareness, which will ensure that their children are educated and able to realize the dream of **“Education For All”**.

To impart a new sense of exigency and significance to adult education, we should have to take up the threads again and emphasize the importance of spreading functional literacy as fast as possible. We suggest the following measures:-

### **Integrated Approach**

An integrated approach to literacy should be followed. The Total Literacy Campaign and Post Literacy Programme will now operate under one literacy programme. This approach would enable the massive illiteracy problem to be tackled in a holistic manner. Illiteracy is the biggest enemy standing in the way of development of our Country.

Notwithstanding the enormous expansion of adult, non-formal and elementary education in India, the problem of illiteracy has been lingering on. It is both colossal and complex given the size of the country, its huge population, wide regional and gender disparities, economic and other cultural factors such as poverty, communalism, casteism, etc. Concerted efforts have, therefore, to be made to wipe out illiteracy in the shortest possible time if the country has to take rapid strides in its socio-economic development.

The biggest challenge before the Government and NGOs is to create awareness and sensitization among people at all levels, specially in rural areas about the special needs of women and girls.

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Imparting education to females is a great service to society, as this vital section of society has remained deprived and neglected so far. There is a need for affirmative and effective action in favour of women, which will ensure the women the right to food, shelter, health, education and employment. The present scenario is kindling hopes for the future.

### **Global Campaign for Education**

During the year 2005, two significant publications in Adult Education were brought out by the UNESCO and Global Campaign for Education (GCE) They were the *Global Monitoring Reports* and *International Benchmarks on Adult Literacy*.

Literacy suffers severe neglect in national and international policy, keeping hundreds of millions of adults on the sidelines of society and limiting progress towards the six goals of Education for All and overall poverty reduction, says the new edition of the EFA Global Monitoring Report, launched in London on November 9, 2005.

The Report focuses on the world's 771 million adults living without minimal literacy skills, and points out that while the challenges are predominant in developing regions, significant numbers of young people and adults possess weak literacy skills even in highly developed countries.

It maps this global challenge and suggests priorities for scaled up programmes for youth and adults. It also analyses progress towards universal primary education and gender parity: Despite steady advances in some of the world's poorest countries, the pace of progress remains insufficient. The Report also includes the Education for All development Index, ranking 123 countries according to their progress towards the six EFA goals set at the World Education Forum in Dakar, Senegal, in 2000.

The goals are still to be achieved, states the Report. However, achieving them will require an immediate acceleration of activity in developing countries and an approximate doubling of the International community's aid to basic education, even above the levels implied by the G8 pledges made in July 2005.

Today, almost one billion people – equal to the total population of Africa – are denied their basic right to literacy. They face an uphill struggle to realize other basic rights and lift themselves out of poverty, simply because they are illiterate.

According to the *EFA Global Monitoring Report (GMR) 2006*, of the 771 million adults who cannot read or write, 64% are women. 61.3% of adult illiterates – more than 472 million persons – live in only five countries: India, China, Bangladesh, Pakistan and Indonesia.

Although governments worldwide signed up a UN goal promising 50% reduction in illiteracy by 2015, they are investing scandalously little in programmes towards that goal. Literacy programmes receive a mere 1% of education budgets in many developing countries.

An important research publication by the Global Campaign for which (GCE), *Writing the Wrongs: International Benchmarks on Adult Literacy*, which challenges the oft-repeated excuses for denying

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adults the right to learn and provides evidence of what works in practice was also released in December 2005 in several Asian Countries.

This study, so far the largest ever attempts to systematize experiences of what works in adult literacy analyzed 67 successful literacy programmes in 35 countries – including 11 Asian countries – to come up with concrete guidelines for the policymakers. This study proves that there really is no great mystery to adult literacy programmes: while in no way suggesting a “blue-print” for adult literacy, evidence shows that there are clear steps that should be taken to design and manage cost effective programmes – and where this is done, they can yield exceptional results. The highlights of the *International Benchmarks* study are as follows:

1. Literacy is about acquiring and using reading, writing and numeracy skills, and thereby the development to active citizenship, improved health and livelihood, and gender equality.
2. Literacy should be seen as a continuous process that requires regular and sustained learning. There are no magic lines to cross.
3. Governments must take the lead responsibility, providing leadership and resources, working in systematic collaboration with civil society and decentralizing budgets and decision-making.
4. Governments should invest in ongoing monitoring and evaluation mechanisms, data systematization and strategic research.
5. Facilitators should be paid at least the equivalent of the minimum wage of a primary school teachers.
6. Facilitators should be imparted effective initial training and regular refresher trainings, as well as having opportunities for professional growth.
7. Facilitators should work with groups of no more that 30 learners and there should be at least one trainer/supervisor to 15 learner groups.
8. Learners in multilingual contexts should be given an active choice about the language in which they learn.
9. Learners should be stimulating through the use of a wide range of participatory methods and through addressing issues of relevance to their lives.
10. Governments should stimulate the market for production and distribution of suitable reading materials and should support production of materials by learners and facilitators.
11. Governments should commit between US\$50 and US\$100 per learner per year for at least three years.
12. Governments should dedicate at least 3% of their national education sector budgets to adult literacy. International donors should fill make up remaining resource gaps.

### **Writing the Wrongs: International, Benchmarks on Adult Literacy**

On Indian Response to the Study, the discussion held at India International Centre on 'The Global Campaign' released the Study in India for Education (GCE), Action Aid, Asian South Pacific Bureau of Adult Education with the support of several Delhi based organizations viz., South Asian Coalition of Child Servitude, Indian Adult Education Association, International Institute of Adult and Lifelong Education and Group of Adult Education, Jawaharlal Nehru University at a special function held at IIC, New Delhi on December 19, 2005. About thirty dignitaries representing the Government (National Literacy Mission, Planning Commission), UNESCO-India and ASPBAE, NGOs, academic institutions and media, attended it. The main purpose of the function was to draw the attention of

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policy makers and media regarding the importance of adult literacy and argue the case for enhancing the funding support to it.

Panel Discussion on the Indian Response to the Study was the highlight of the Function.

Mr. Kailash Satyarthi, Chief Guest and the President of the Global Campaign for Education welcomed the audience and provided a brief overview of global scenario on adult literacy and multi facet work carried out by the GCE and South Asian Coalition on Child Servitude.

The GCE is committed to the cause of quality education throughout the world. He said that the present study, undertaken in collaboration with Action Aid and Asia-Pacific Bureau of Adult Education, was an effort towards promoting quality education. He explained the features of the study.

It was the first effort of its kind to study the experiences of different countries in the field of adult literacy. The study was an erudite exercise based on the analysis of 67 successful literacy programmes in 35 countries and defined adult literacy not only as a basic human right but also as a means for social justice and people's empowerment.

Lack of awareness on the subject and even negative attitude of the developed countries like the US and the UK towards literacy was discussed.

The need of regular monitoring of the world situation of illiteracy, mass mobilization on the subject and advocacy of the problem was felt to stir the conscience of the national governments.

In his opening remarks Dr. L. Mishra congratulated the Action Aid and other organizations for conceiving such an important study and pointed out certain misconceptions regarding the role of NLM and SRCs in India with regard to material preparation. He observed that the different districts in India, which were implementing the literacy campaigns, had the freedom to develop area specific materials and they did not simply adopt the materials developed elsewhere as mentioned in the study. He cited the India's experience of literacy campaign in the world scenario by juxtaposing it with the other prominent literacy campaigns of Cuba, Myanmar, Vietnam, Nicaragua and Ethiopia. Unlike the experience of many of these countries where literacy programmes accompanied revolution; the Indian programmes evolved out of a long experience. He traced the beginning of the India's experiment of 1937 when the first national provincial governments launched the literacy campaign under the stewardship of Mahatma Gandhi. Since then varied programmes were carried out, which lacked consistency and uniformity and were rarely evaluated in a holistic manner. At the end Dr. Mishra sought to dispel the doubts of certain "cynics and skeptics" who term the programme too trite, without much planning and motivation and excessively documented, by pointing out the dynamic role of various organizations specially SRCs. He concluded his remarks with a brief comment on the 12 "benchmarks" which were evolved from the analysis of the data collected and feedback received from 142 respondents from 47 countries. He hoped that these benchmarks would be a great help to the policymakers in strengthening adult literacy programmes.

First Panelist was Professor C.J. Daswani, former Consultant to UNESCO to comment on the study. Prof. Daswani responded by recalling the comprehensiveness of National Adult Education

programmes, by specially drawing the attention of the audience to the positive reports from its 67 evaluations. Professor Daswani, however, expressed his disappointment with the study for its ambiguity on the question of language and medium of instruction. The study, he pointed out, emphasized the employment of national language, though he also recommended the use of mother tongue.

It was not possible for a learner to be fully literate in mere 600 hours in two languages.

The second weakness of the study was its reticence on the creation of a learning environment for the neo-literates. He related this problem to the tight hold of the bureaucracy over the adult education programme in India.

He further found the lack of long term perspective in the vision of the study. According to him complete eradication of illiteracy takes three generations.

Dr. A. Mathew, Resource Person from the UNESCO, the next speaker opined the following:

- a) Several guidelines are already in vogue in India under the NLM
- b) The need of the hour was wider canvass of the existing guidelines.
- c) Literacy programme should be related more and more to actual education of the adult learners.
- d) The lack of continuity in programmes.
- e) Involvement of too many departments of the Govt in Adult Education programme.
- f) Lack of coordination among the departments.
- g) Pooling of the resources of different departments under one single department as an answer to the problems.
- h) The evaluations of the programmes were carried out in a narrow manner, where there is hardly a reconceptualization of adult education.

The last panelist, Professor S.Y. Shah confined his remarks to the financing of adult education. He commented as follows:

- a) Being a two sides of the same coin, there should be no competition between adult education and elementary education, and each should be given separate funds.
- b) The origin of the debate between adult education versus elementary education to the colonial period when the bureaucracy preferred elementary education to adult education due to the shortage of resources.
- c) Other weakness of the programme is the same mindset which continued even after the independence.
- d) The policy of promoting elementary education as the main strategy of eradicating illiteracy and allocated the bulk of funds to elementary education during 1950s and 60s.
- e) After 1978, there was a drastic shift towards adult education and more funds were allocated to it.
- f) As EFA is viewed as better option than Adult Literacy, the importance of adult literacy seems to have gone down.
- g) Need to rework the actual requirements of funds for adult education.
- h) Need for developing a futuristic and an India specific Benchmark study for negotiating with the policy makers.

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- i) Increase of funds for adult education during the next plan is the matter of argument.
- j) Need to work closely with the Planning Commission.

He concluded by appreciating the hard work made by the three prominent International organizations, viz., Action Aid, GCE and ASPBAE in bringing out such an international study, which would not only pave the way for discussions but also keep the flag of adult literacy flying high.

Prof. Shah observed that the India released of the first ever-international study on Quality Adult Literacy is one of the several such events organized in different countries to highlight the importance of adult literacy.

He drew the attention of the governments to allocate at least 3% of the budget to it and hoped that the release of the study followed by a panel discussion at the central place like IIC in the capital would definitely draw the attention of official agencies and media and generate considerable interest in adult literacy.

Prof. N.K. Ambasht, former Chairman, NIOS suggested the need of integration of local needs of the learners with the macro planning and underlined better integration of different agencies in the conduct of programme.

Dr. Promila Yadav and Mr. Pathak from Planning Commission felt the need for fast track planning process and recommended the formation of a pressure group from the present participants to take up the cause of adult education with the Planning Commission. Mr. Pathak also expressed his concern for the tendency of treating adult education as the last priority in allocation of budget and suggested interrelating adult education with the developmental sectors for the purpose of funding.

Prof. Anita Dighe, former Director, School of Open Learning, University of Delhi piercing out the narrowness of the programme of adult education in India and suggested broader concept of adult education.

Ms. Malini Ghose from Nirantar noticed disproportionate participation of the males and females in the programme of adult education and wanted this to be rectified.

The Chairman wrapped up the discussion by highlighting the need for developing an India Specific Bench Marks and forming a pressure group to liaise with the Planning Commission for enhancing the funding support to Adult Education.

### **National Literacy Scenario and the role of IAEA**

Founded 68 years ago and Registered under Indian Societies Registration Act, 1860, the IAEA is a premier national level voluntary organization, with a network of 14 state-level branches and more than 350 affiliated organizations, Non-governmental Organizations (NGOs), State Resource Centres (SRCs), Jan Shikshan Sansthan (JSSs), Zilla Saksharta Samitis (ZSSs), State Govt. Departments, Universities and colleges etc. extend across the country, dedicated to promote adult/non-formal/continuing and life-long education aimed at improving quality of human life.

Major activities of IAEA comprises policy research and advocacy, consultancy, education, training, orientation and dissemination of information

IAEA carries out surveys, research and evaluation studies on adult education and its allied areas. It also awards Dr. Mohan Singh Mehta research Fellowship in the field of Adult Education.

In the field of educational training, IAEA organizes courses on: research methodology, collective bargaining and trade unions under workers education programme for the benefit of workers in the unorganized sector, farmers education and functional literacy projects. It organizes intra state and inter state training programmes for functionaries in the fields of adult education, social education for trade unions, government departments, NGOs, universities, colleges, etc. In addition, IAEA's National Documentation Centre on Literacy and Population Education also conducts courses on various aspects of information techniques pertaining to population education information management.

IAEA also runs Vocational education programmes of National Institute of Open Schooling (formerly National Open School) –viz. "Certificate course in Computer Applications", "certificate course in Library Science" and "certificate course in Internet and Web Publishing".

As a major catalytic agent, it advises Union/State Governments/Member institutions/other organizations on adult education and discharges the role of a clearing house in the field of adult education and allied areas through : (a) bringing out monographs/publications from time to time (it has over 150 such publications to its credit; and (b) regularly bring out following periodicals: (1) Indian Journal of Adult Education (ii) IAEA Newsletter (monthly), (iii) Produh Shiksha (Bilingual monthly). Its National Documentation Centre on Literacy and Population Education also brings out Indian Journal on Population Education (quarterly) and Newsletter – Literacy and Population Education (bi-monthly) to disseminate information to professionals, adult educators, field workers. IAEA has a well-established library at the headquarters known as Amarnath Jha Library (established in 1957).

IAEA organizes conferences (national/zonal), seminars, symposia, round tables, workshops, group discussions, etc., on different aspects of adult education in different parts of the country.

IAEA has instituted two prestigious national literacy awards – Nehru Literacy Award (since 1968) for outstanding contribution in promoting adult education in the country, and Tagore Literacy Award (since 1987) for outstanding contribution in promoting literacy among women – awarded each year.

IAEA organizes Dr. Zakir Hussain Memorial Lecture to be delivered annually on adult education by an eminent educationist. So far 28 such lecturers have been delivered.

IAEA has founded an International Institute of Adult and Life-long Education (IIALE). It also brings out a half yearly magazine "International Journal of Adult & Lifelong Education" and gives awards for best research study, evaluation report, publication and doctoral thesis.

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### **IAEA during 2005: Highlights**

- 53<sup>rd</sup> All India Adult Education Conference.
- International Institute of Adult and Lifelong Education
- National Documentation Centre on Literacy and Population Education
- Nehru and Tagore Literacy Awards
- Certificate Course in Computer Science/Library Science
- Publication
- Amarnath Jha Library
- Evaluation
- ALADIN
- Membership
- Research Proposals and Grant-in-aid
- Audit
- Building
- Honours and Recognition
- Participation of office bearers in meetings/events
- International Relations
- Obituaries
- Acknowledgement

### **53th All India Adult Education Conference : A Brief Report**

53<sup>rd</sup> All India Adult Education Conference and National Seminar on International Literacy Decade-its challenges and Strategies was held at Mahatma Gandhi Kashi Vidyapeeth, Varanasi from 23<sup>rd</sup> to 26<sup>th</sup> September 2004 under the joint auspices of Indian Adult Education Association, New Delhi, International Institute of Adult & Lifelong Education, New Delhi and Mahatma Gandhi Kashi Vidyapeeth, Varanasi (U.P.).

Prof. D.P. Singh, Former Vice Chancellor of APS University, Rewa (M.P.) and Lucknow University Lucknow (U.P.) and presently Vice-chancellor of Rajarishi Purushottam Dass Tandon Open University, Allahabad (U.P.) was the Chief Guest, Prof. Surendra Singh, Vice Chancellor, Mahatma Gandhi Kashi Vidhyapeeth in his inaugural address indicated that literacy rate in India has been increasing. It has reached 65% by 2001 but still there is 35% of the population non-literate. Prof. Singh made a mention of the Mahatma Gandhi's Statement made in 1831, "Literacy in India was higher than that of Britain when schools were being organized by Panchayats in most of the provinces of our country". Prof. Singh felt that there was a need for an alternative to come out of this situation. In this regard he drew the attention of the audience to President Dr. APJ Abdul Kalam's resolve to see that India becomes a developed country by the year 2020.

Prof. Surendra Singh, Vice Chancellor, Mahatma Gandhi Kashi Vidyapeeth, Varanasi welcomed all the delegates hailed from 20 States/Union Territories of the country and the organizers of the programme from IAEA and IIALE. He felt that only literacy skills are not enough for the development of human resources and indicated that evaluation of achievements in areas of Self Confidence, Indian values, knowledge and vocational skills are also important for human development. He felt that there was need for laying emphasis on educationally deprived sections of the society like Women, SC. ST. OBC. particularly those residing in rural areas.

Shri K.C. Choudhary, President, IAEA and Chancellor, IIALE in his introductory remarks introduced the topic of the conference and welcomed on behalf of IAEA, Prof. D.P. Singh, Former Vice Chancellor of APS University, Rewa (M.P.) and Lucknow University Lucknow (U.P.) and presently Vice-chancellor of Rajarishi Purushotam Dass Tandon Open University, Allahabad.

Sh. K.C. Choudhary, President IAEA and Chancellor IIALE chaired the Valedictory Session. Prof. Surendra Singh, Vice Chancellor, Mahatma Gandhi Kashi Vidyapeeth, Varanasi was the Chief Guest. Dr. A.H. Khan welcomed the Chief guest and other dignitaries, delegates of the Conference. Sh. Prem Chand, Consultant IAEA presented the recommendations of the seminar. In his Valedictory address Prof. Surendra Singh indicated that adult education was a difficult task. He felt that Human Development was more important than Economic Development. Dr. Madan Singh thanked the delegates, participants and the dignitaries on behalf of UP branch of IAEA. He made a special mention of the literacy programme organized in eight female low literacy districts of U.P. and informed the delegates that the role of NGOs in that project was exceptionally good and that it was certified by the evaluation agencies.

## **International Institute of Adult and Lifelong Education**

### **James Draper Memorial Lecture**

To perpetuate the memory of late Professor James Draper the lecture was organized on 14<sup>th</sup> February 2005 at India International Centre. A Veteran Adult Educationist Dr. L. Mishra delivered the lecture on "Adult Education and Sustainable Development in 21<sup>st</sup> Century". Apart from other distinguished invitees, a special feature was the participation of 12 members of the World Literacy Canada.

Dr. Lakshmidhar Mishra, Former Secretary (Labour), Govt. of India and Former Senior Advisor, ILO, ROAP Bangkok delivered the Professor James A. Draper Memorial Lecture – 2005. In delivering the talk and sharing some of his thoughts on Adult Education for Sustainable Development in 21<sup>st</sup> Century, he made an effort with all meekness, naturalness and solemnity to do impartiality to the idea and ideals for which James A. Draper lived and dedicated his life.

The International Institute of Adult and Lifelong Education in collaboration with IAEA also published Professor James A. Draper Memorial Lecture – 2005 titled "Adult Education for Sustainable Development in 21<sup>st</sup> Century" which describes the significant contributions of Prof. Draper to the field of Adult Education with a special focus on his work in India. His association with IAEA movement spanned more than 30 years.

### **ALADIN**

A National workshop on "ALADIN-INDIA". building an Adult Learning Documentation and Information Network" was organized by the International Institute of Adult and Lifelong Education in collaboration with the Directorate of Adult Education (National Literacy Mission, Government of India), Indian Council of Social Science Research and the UNESCO Institute for Education (Hamburg) at India International Centre, New Delhi during March 29-30, 2005. The workshop was conceived as a follow up of a UIE sponsored country study on "Adult Learning Documentation and Information Services in India".

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The main objectives of the Workshop were as follows:-

1. To discuss the current scenario of Adult Education documentation in India;
2. To orient the participants about Adult Learning Documentation and Information Network of the UNESCO Institute for Education;
3. To ascertain the training needs of the staff involved in documentation work;
4. To design a broad framework of Curriculum for the capacity building of the staff.
5. To explore the possibilities of developing an Indian network of ALADIN.

All the forty-seven organizations (15 State Resource Centres, 16 University Departments of Adult Education and 16 NGOs), which participated in the country study, were invited to the workshop. The workshop comprised of the following sessions.

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|---------|------|---|
| Session | i)   | Inaugural Session   |
| Session | ii)  | Adult Education and Documentation: International and National Scenarios |
| Session | iii) | Strengthening and Professionalising ALADIN                              |
| Session | iv)  | Overview of Networks in India.  |
| Session | v)   | Information Organization and Management                                 |
| Session | vi)  | Identification of Broad Content areas for Capacity Building programme.  |
| Session | vii) | Valedictory session   |

The Inaugural session was chaired by Mr. K.C. Choudhary, The Chancellor of International Institute of Adult and Lifelong Education, who extended a warm welcome to all the invitees. Commenting on the importance of strengthening the documentation services in Adult Education, he felt that the workshop would not only provide a forum for sharing experiences of different organizations, but also identify ways and means of improving their functioning. This was followed by two brief presentations on the background and objectives of the workshop by Prof. S.Y. Shah and "Global Overview of ALADIN" by Ms. Lisa Krolak. The inaugural address was delivered by Mr. Jagan Mathews, Director General of National Literacy Mission, Government of India who spoke extensively on the current status of adult literacy in India and several innovative adult literacy programmes launched in different parts of India especially the "Accelerated Female Literacy Project". However, he lamented that documentation of best practices and innovative programmes have been the weakest link and stressed the need for imparting training to the staff in process documentation, as an integral part of the activities of documentation centres. Welcoming the support of UIE in networking and building up the capabilities of the staff of documentation centres, the Director General also assured the active co-operation of the National Literacy Mission of Government of India in this venture. The inaugural session was concluded with a vote of thanks by Dr. Madan Singh, Registrar of International Institute of Adult and Lifelong Education.

India is the first country that has established an effective national ALADIN network. The global ALADIN community applauds such efforts and will support further developments. Hopefully the good example of ALADIN-India will encourage other countries to set up their own national ALADIN networks. With India having around 200 institutions eligible for ALADIN membership, it is obvious that a global network cannot effectively serve all members. The way forward is to organize networking, capacity building and sharing of resources at national level for strengthening the national information capacity on adult learning and literacy. ALADIN's main concern is to address problems and disparities

in access to relevant and timely information on adult learning. Its approach is to connect learning theory and practice, to improve research and study, programme development and planning, and to support advocacy for policy-making in adult learning.

The Participants' observations brought into focus four issues. To begin with, this workshop was the first attempt at national level to discuss the importance of documentation or adult learning. Secondly, it was an opportunity for fellow professionals in the field to share and learn from each other's experience, and to alert planners and administrators of adult learning at the national level to the crucial need for documentation and capacity building of documentation personnel. The third issue involved the initiative to build up the ALADIN network as an institutionalized system that would promote inter-linking, mutual support and dissemination of information on adult learning in India and the World. The fourth and the most important issue is the initiative for capacity building and training of documentation personnel, in a feasible and practical way, through on line training.

It was the unanimous opinion of participants and organizers that all of the objectives of the workshop were fully realized. It was the first time that a national initiative was taken in India to bring together all those interested in adult learning documentation from governmental agencies, non-governmental organizations and university departments of Adult and Continuing Education. The workshop provided them an opportunity to meet and listen to Ms. Lisa on the objectives and activities of ALADIN at a global level and their future plans for ALADIN. Most of the participants, especially those who were not from a library science background, benefited from the scholarly presentations, from hearing about different aspects of information organization and management, and from learning about various networks and softwares. They also got a chance to visit the Documentation Centre of the Tata Energy Research Institute to familiarize themselves with the work of an effective organization. Discussions were also held regarding the broad curriculum framework for developing a short capacity-building programme. It was decided to review some of the existing short courses and adopt whatever features suit the requirements of adult learning documentation centres. Prof. Shah mentioned that, since the University Grants Commission has already agreed to fund, the necessary steps would soon be initiated. He assured the participants that, as the ALADIN-India Co-ordinator, he would soon work out the operational modalities of designing an e-training course for the staff of adult learning documentation centers. He would do this in consultation with the resource persons who participated in the national workshop. Since the University Grants Commission funds have been released to Jawaharlal Nehru University, the work would be undertaken there.

The organizing team consisting of Prof. S.Y. Shah, Ms. Lisa Krolak, Dr. Mohankumar and Dr. P.R. Goswami saw the workshop as "the beginning of coming together" for the common purpose of building through ALADIN, relation between documentation personnel on adult learning. They stressed the need to keep in contact and to strengthen the partnership among the organizing institutions. The Valedictory Session ended with a formal Vote of Thanks from Mr. K.C. Choudhary, President of IAEA and Chancellor, IIALE.

### **National Documentation Centre on Literacy and Population Education**

The National Documentation Centre on Literacy and Population Education was established by the Indian Adult Education Association in cooperation and with assistance of the Directorate of Adult Education, Department of Education, Ministry of Human Resource Development, Government of India in 1995.

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The National Documentation Centre serves as Gateway of Information and a Clearing House on all matters related to literacy and population education at the national level. It disseminates information, ideas and materials pertaining to population education.

It brings out Bibliographies, Indexes/Abstracts on population education and keeps various agencies, institutions, researchers and scholars informed about the development in the field within India and other countries on Population Education. It also brings out a bi-monthly newsletter and a quarterly journal on Population Education.

During the period under review the National Documentation Centre has accomplished the following activities. The Centre has brought out the following periodic publications during the period under review

- ◆ Indian Journal of Population Education (Quarterly)
- ◆ Newsletter Literacy and Population (Bi-monthly)

Three issues of the Journal and four issues of Newsletter have been published and distributed to its programme partners.

Under “**Information Repackaging Services**” the Documentation Centre has prepared and distributed following materials to its programme partners:-

- ◆ Adolescent Education - Lesson Plans for Trainers
- ◆ To Whom Do Experts Testify? Ideological Challenges of Feminist Jurisprudence
- ◆ Sexually Transmitted Diseases
- ◆ India and China: Population and Health Transition
- ◆ The President of Pakistan on the Need to Slow Population Growth in the Muslim World
- ◆ Mixed Messages? An Analysis for Communication Materials on Abortion and Sex Determination in Rajasthan
- ◆ Study on Availability and Accessibility of Abortion Care
- ◆ Concepts and Views Related to Abortion in a Rural Community of Pune District in Maharashtra State.
- ◆ Sex Selective Abortion in the States of Gujarat and Haryana
- ◆ Abortions in Rural Community near Urban Areas : Experiences of Married Women
- ◆ Education for All Global Monitoring Report 2006

The Documentation Centre regularly prepares Subject Bibliographies on topics pertaining to Population Education. The following Bibliographies have been prepared and distributed :

- ◆ A Bibliography on Adolescent Sexual and Reproductive and Health, Behaviour Change and related issues
- ◆ A Bibliography on HIV / AIDS in India
- ◆ A Bibliography on Recent Trends in Population Education
- ◆ A Bibliography on Adolescent Education

**Newspaper Clipping Services:** The Documentation Centre has introduced a new activity of providing newspaper clippings to the programme partners and implementers and to the limited individuals. Presently periodicity of the service is weekly.

**Electronically Information Sharing:** The Documentation Centre always tries to introduce innovative activities. During the period under review it shared latest news/programmes on PDE through e-mail with various organizations and individuals. Two issues of electronic newsletters were e-mailed.

#### **Meetings / Orientation programmes attended by Documentation Officer**

Shri S. C. Dua, Documentation officer attended / training Programme on HIV/AIDS and Life Skills organized by UNESCO, in collaboration with Directorate of Adult Education Govt. of India and State Resource Centre, Andhra Pradesh at Hyderabad from 3-5 October 2005.

He also attended Project Programme Review Meeting of Population and Development Education organized by Directorate of Adult Education, Govt. of India in collaboration with State Resource Centre, Andhra Pradesh at Hyderabad from 6-7 October, 2005.

He participated in an orientation workshop on Evaluation of Continuing Education Programme organized by Directorate of Adult Education in collaboration with State Resource Centre, Meghalaya at Shillong from 23-25 November, 2005.

#### **Research Projects/Studies**

The IAEA was assigned a study on "Literacy Statistics, Analysis, Achievements and Projections with regard to Xth Five Year Plan by the DAE. Shri Prem Chand had completed the study and a Draft Report was submitted.

The Evaluation studies "External Evaluation of PLP of Mohindergarh District, Haryana" is in progress

#### **Participation in National/International EFA/Adult Education Events of Office Bearers**

##### **Unesco-NLM Award**

The National Literacy Mission Authority (NLMA), Government of India gives Unesco-NLM Award to one best performing Jan Shikshan Sansthan every year on 8th September - International Literacy Day. The NLMA assigned the responsibility to Dr. Madan Singh, General Secretary, Indian Adult Education Association to assess the performance of two short-listed Jan Shikshan Sansthans - JSS Vijayawada (Andhra Pradesh) and JSS Aurangabad (Maharashtra). Accordingly, Dr. Madan Singh visited both above mentioned JSSs and assessed their performance on the basis of the past three years progress. He also observed and evaluated the on-going activities of both Sansthans in their service areas during August 22-28, 2005 and submitted his reports, to the NLMA.

An expert committee reviewed the progress reports and JSS, Vijayawada was adjudged the best performing Sansthan and found it suitable for the UNESCO-NLM Award. The Award was given to the JSS, Vijayawada on 8 September, 2005 at Vigyan Bhawan, New Delhi by Shri Arjun Singhji, HRD Minister, Govt. of India.

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Prof. S.Y. Shah, Vice President of IAEA and Director IIALE participated in national and international meetings as reported under International Institute of Adult & Lifelong Education.

As a member of the UGC Expert Committee on Adult Education and in connection with the review of the tenth plan proposal on Adult Education submitted by the following Universities, Dr. Shah visited several departments of Adult Education namely.

- a) University of Lucknow, UP
- b) Women's University, Trupati, Andhra Pradesh
- c) Gurunanak Dev University, Amritsar, Punjab
- d) Jodhpur University, Rajasthan
- e) Rajasthan University, Rajasthan
- f) Bharthidasan University, Thiricharapalli, Tamil Nadu
- g) Madras University, Tamil Nadu
- h) Allagappa University, Tamil Nadu

Prof. Shah also visited Indonesia to participate in ASPBAE's Workshop in December 2004.

He visited OSLO to participate in Adult Learner's Week organized by UNESCO Institute for Education and Norwegian Ministry of Education and Research in October 2005.

He also attended "Education for All in an era of increasing mobility: The implications for adult learning" during 24-26 October, 2005.

### **Visit of Important Foreign Dignitaries**

The head of the Documentation, Unesco Institute for Education, Hamburg and Dr. William Evans, Advisor Norwegian Ministry of Education, visited IAEA and IIALE and had detailed discussion with the Chancellor Shri K.C. Choudhary and Registrar Dr. Madan Singh of the Institute regarding future collaborative projects.

Dr. Madhu Singh, Senior Education Specialist of the UNESCO Institute of Education, Hamburg visited the Institute and had discussions regarding the different programmes undertaken by the National Documentation Centre on Literacy and Population Education. She also expressed her interest in Training and evaluation. She also visited the Amarnath Jha Library of the IAEA.

### **Relationship with International Organisations**

The President of IAEA also welcomed a group of staff members of the World Literacy of Canada during their visit to India.

### **Literacy Awards**

Indian Adult Education Association gives Annual Nehru Literacy Award for outstanding contribution towards the promotion and development of literacy in the country. The Nehru Literacy Award for the year 2003 was awarded to Prof. Bhawani Shankarji Garg, Chancellor, Rajasthan Vidyapeeth,

Another Award is also given for outstanding work for promotion of literacy among women. The Tagore Literacy Award for the year 2005 was awarded to Ms. Shobhna Ranade, Chairperson, All India Committee for Eradication of Illiteracy among Women, New Delhi.

### **Publications**

The National Literacy Mission, *Human Resource Development* Ministry, Government of India had assigned an academic work to the Indian Adult Education Association to edit, print and publish the monthly newsletter - "**NLM Newsletter-Literacy Mission**" on their behalf since April, 2005.

Unesco Institute of Education, Hamburg and International Institute of Adult and Lifelong Education, India jointly published ALADIN National Directory of India edited by Dr. S.Y. Shah.

Due to resource crunch, the IAEA could not bring out its many publications on time. i.e. Proudh Shiksha. But we could publish Indian Journal of Adult Education issue July-December 2004 issue for limited circulation. International Journal of Adult and Lifelong Education was also published for limited circulation.

### **Certificate Course in Computer Science/Library Science**

IAEA is an Accredited Vocational Institute of NIOS, it has been organizing vocational courses since 2002. During this year, 10 students took admission for Certificate in Computer Application. Certificate course in Library Science, which was started in 2003, is still continuing. 7 students were admitted in CLS. T

### **Present Activities at Headquarter**

#### **Monthly Monitoring Meetings (MMMs)**

The basic purpose of the MMMs is to discuss previous month's accomplishments, review and take corrective measures, wherever necessary, plan and decide for future course of action collectively. It was considered extremely useful to organize and conduct MMMs to streamline and strengthen the planned on-going programmes/activities of the IAEA. Keeping in view the apparent utility of the MMMs it was mandatory for all staff members to participate in them. Shri KC Choudhary, President and Dr. Madan Singh, General Secretary, IAEA invariably took part in all MMMs.

The first MMM was organized at the Headquarters on 5-7-05. Dr. Madan Singh, General Secretary spoke on the subject- 'MMM: What and Why'? Shri KC Choudhary presided over the meeting.

The second MMM was organized at the Headquarters on 3-8-05. The report of the previous MMM was presented by Ms. Veena Mahajan, Office Superintendent and participating staff members contributed in enriching the report. Shri SC Dua, Documentation Officer, spoke on the subject "Major on-going Activities of the IAEA". Shri KC Choudhary presided over the meeting.

The third MMM was organized at the Headquarters on 3-9-05. The report of the previous MMM was presented by Ms. Kalpana Kaushik, Assistant and participating staff members contributed in

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enriching the report. Shri SC Dua, Documentation Officer spoke on the subject "Anuvrat (Small Rules and Regulations)". Shri KC Choudhary presided over the meeting.

The fourth MMM was organized at the Headquarters on 14-10-05. The report of the previous MMM was presented by Shri Vikas Khanna, Documentation Assistant, and participating staff members contributed in enriching the report. Shri Vinod Pathak spoke on the subject "Necessity of Discipline in Life". Shri KC Choudhary presided over the meeting.

The fifth MMS was organized at the headquarters on 10-11-05. The report of the previous MMM was presented by Shri ML Sharma, Accountant and participating staff members contributed in enriching the report. Shri Sarbjeet Singh, Accounts Assistant spoke on the subject "How some useful activities can be done without any finance?" Shri KC Choudhary presided over the meeting.

The sixth MMM was organized at the Headquarters on 8-12-05. The report of the previous MMM was presented by Shri Kripal Singh Mehra, Assistant and participating staff members contributed in enriching the report. Ms. Neha Gupta, Documentation Assistant spoke on the subject "To create awareness and develop accountability in the staff members towards their responsibilities". Shri KC Choudhary presided over the meeting.

### Shramdan:

All staff members decided themselves to initiate Shramdan in and around the campus of the Headquarters. It was an event of thirty minutes per day in the evening, in which all staff members from the highest level to the lowest level participated. The President and the General Secretary and other members of the Executive Committee, whenever they were present on the campus of the IAEA, participated in the Shramdan initiated by the staff members.

It served three useful purposes. Firstly, hesitation of few staff members vanished, when they cooperated and worked with all other colleagues in Shramdan. Secondly, all male and female staff members started realizing that the IAEA belonged to them and so it should remain clean and attractive. They resolved to create an inspiring and motivating work culture for each and every staff member to serve their IAEA in the best possible manner. Thirdly, a team spirit and devotion was developed in them.

### Sarvadharm Prarthana and Dhyan:

The staff members unanimously resolved to assemble in the morning daily on each working day for 'Sarvadharm Prarthana and Dhyan' in the assembly room. The duration of this assembly was of 15 minutes only. A prayer of about five minutes duration from any religion was sung, followed by a 'Thought for the Day' of about three minutes duration and then 'Dhyan' of about two minutes duration. After 'Dhyan' another prayer of about five minutes duration from any other religion was sung.

This activity had very positive and soothing effect on the staff members. The President and the General Secretary and other members of the Executive Committee of the IAEA participated, whenever

## State Branches

### Kerala State Branch of Indian Adult Education Association

Kerala State Branch organized an educational Seminar on 8 October 2005 at Trivandrum. The focus of the Seminar was "Education: Private Sector, Problems and Possibilities".

The Seminar session was presided over by Prof.(Dr.) A.M. Thampi, Vice Chairman of IAEA, Kerala. Papers were presented by Prof. Abdul Vahab (Principle Retd.) Dr. V.Reghu (University of Kerala) Dr. Noorjahan (SCERT, Kerala) Dr. Omanaseelan (Principal, University Teacher Education, Trivandrum) Dr. Celene Perera (M.G. University Kottayam) and Mr. T.S. Nair, (SRC, Kerala) Dr. K.K.S. Pillai, Chairman, IAEA, Kerala, Dr.K. Sivarajan, Syndicate member Sree Sankaracharya University of Sanskrit also participated in the discussions.

University teachers, educationists, social workers and students actively participated in the discussions. The seminar recommended the following:-

- Steps may be taken by the State Govt. to improve the quality of education The State. Develop specific State Policy for Education with special attention Private sector may reduce the cost of Education. Steps for educational concessions for socially and economically poor sections of the society may be taken.

The seminar also recommended to address the problems seen in the admission for higher education, problems like student indiscipline in the campus, issues related to ragging etc. It was also suggested to mobile public opinion to solve the present day problems. The seminar was attended by 150 participants from different parts of the state.

All the state branches of IAEA continued to function during the year.

### West Bengal

Shri K.P. Rai of the Branch prepared a manuscript "History of Adult Education in West Bengal" commissioned by IAEA.

### Haryana Branch of the IAEA

Haryana State Branch of the IAEA has been dissolved on account of non-compliance of necessary requirements as per rules w.e.f. 28-03-2005 as well as anti-activities against its parent organization- IAEA since 2004.

### Amarnath Jha Library

The Library of the Association continued to provide service and support to the students, researches, adult educators, professionals and IT students. The Library possesses 20000 titles and about 200 journals. The Library is member of DELNET. The Library procused 128 new books during the year.

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### **Evaluation**

During the period under report the following Evaluation Studies were assigned by Directorate of Adult Education, Government of India, New Delhi

1. External Evaluation of Jan Shikshan Sansthan, Morena, (MP) in 2005 by the Directorate of Adult Education, Government of India, New Delhi.
2. External Evaluation of Jan Shikshan Sansthan, Guna, (MP) in 2005;
3. External Evaluation of 'Project for Residual Illiterates (PRI), District Rajsmand (Rajasthan) by SLMA, Jaipur in 2005
4. External Evaluation of 'Project for Residual Illiterates (PRI)' District Jalor (Rajasthan), SLMA Jaipur, Jalor.
5. External Evaluation of Total Literacy Campaign (TLC) District Lalitpur, (UP) by Zila Saksharata Samittee (ZSS), Lalitpur (UP)

### **Membership**

During the year membership granted to 42 Life members , 6 Individual and 6 Institutional Members.

### **Honours and Recognitions**

#### **Shri K.C. Ghoudhary was nominated on various committees**

Shri K.C. Choudhary was co opted at a Standing Committee Member of All India Committee for Eradication of Illiteracy among Women for the First Term.

As President of IAEA he was nominated as a member of the Advisory Committee of the Adult Education of JawaharLal Nehru University for the Tenth Plan Period.

#### **Dr. Madan Singh was nominated on Executive Committee of NIPCCD**

Dr. Madan Singh, General Secretary, IAEA was nominated on the Committee of the National Institute of Public Cooperation and Child Development (NIPCCD), New Delhi.

#### **Shri Umesh Maheshwari and Shri S.A. Naqvi were appointed High Court's Judges**

Two of our Life Members namely Shri Umesh Chandra Mahaswami, Advocate, Mhow and Shri S.A Naqvi, Director, Prosecution, Govt. of MP have been appointed permanant Judges in MP High Court.

IAEA congratulated both the Honourable judges.

### **Building**

Since Association had no rental income and there was acute financial crises, we tried and succeeded to overcome. The Service Tax Department, Govt. of India took the IAEA building on rent during third week of December 2005.

Under the guidance of the Building Sub Committee, the renovation of the Building is in progress.

## **New Co-opted members of Executive Committee of IAEA**

- Professor Surendra Singh, Vice Chancellor, Mahatama Gandhi Kashi Vidyapeeth, Varanasi, (UP).
- Ms. Nishat Farooq, Ex Director, SRC, Jamia Millia Islamia, New Delhi.
- Shri H.C. Parakh, Ex. Director-General, Income Tax, Mumbai (Maharashtra).
- Prof. OPM Tripathi, Head, Dept of Adult and Continuing Education and Extention, University of Gorakhpur (UP).
- Shri K.R. Sushile Gowda, Hasan, Karnataka were co opted as Members of the Executive Committee.

## **Audit**

The accounts of the Association for the year 2004-2005 were audited by M/s Jain R. Gupta & Associates Chartered Accountants.

## **Obituaries**

The Association condoled the deaths of the following life members of the Association

### **Barrister MG Mane**

Sad demise of Barrister Madhavrao Mane, former President on 10th June 2005. He was President of Bombay City Social Education Committee Service last 36 years. Under his presidentship the Committee felicitated the following prizes:

- |      |   |
|------|---|
| 1969 | "Mohd. Raza Pehalvi Prize" to Committee.                                    |
| 1970 | "Nehru Saksharata Prize" to Late Smt. Kulsum Sayani, Vice-President, BCSEC. |
| 1978 | "Nehru Sakshararta Prize" to Committee.                                     |
| 1984 | "savitribai Phule Prize" from Maharashtra Govt.                             |

### **Shri Tarlok Singh**

Sad demise of Shri Tarlok Singh on 10th December 2005. He had kept himself-busy till last, was totally committed to the cause of women literacy and was always there to guide us.

He was a keen observer of all round progress of the country and always kept his knowledge upto date. Highly qualified and widely travelled in India & abroad, wrote many books and papers on different topics. Awarded by President of India and by many Social Organisations of high repute.

His latest gift to the society was "Women Pioneers, In India as Renaissance". He had done everything to see that this book comes out at the earliest. This book was edited by Suhila Nayar & Kamla Mankekor. The amount of work and his singled minded dedication for the publication of this book was not mentioned any where as he believed in doing his work and never bothered that who got the credit.

He always used to say:- "There is much work yet to be done. I am trying my best, hoping for Good Luck and God's grace". May his soul rest in peace.

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### **Shri J.M. Gadekar**

Social Education Officer, Bombay City Social Education Committee and former Associate Secretary of IAEA died in Mumbai, May his soul rest in peace.

### **Prof. James Draper**

Prof. James Draper, an Emeritus Professor of International Institute of Adult and Lifelong Education, India died in December 2004.

**Shri Rajeshwar Kumar**, former MP of Gaya died in January 2005.

IAEA deeply mourns these deaths.

### **Acknowledgement**

Our sincere thanks are due to the following for their generous help and continued support during the period under report:-

- ◆ Hon'ble Shri Arjun Singh, Union Minister, Ministry of Human Resource Development (HRD), Government of India.
- ◆ Smt. Kumud Bansal, IAS, Secretary, Department of Elementary Education and Literacy, Ministry of HRD, Government of India.
- ◆ Dr. L. Mishra, Former Secretary, Department of Labour and Senior Advisor ILO, Bangkok.
- ◆ Shri Jagan Mathews, IAS, Former Director General, National Literacy Mission, Govt. of India
- ◆ Smt. Vandana K. Jena, IAS Director General, National Literacy Mission (NLM), Government of India.
- ◆ Shri Bhaskar Chatterjee, IAS, Former Member Secretary, ICSSR, Government of India.
- ◆ Shri Satish Loomba, IAS, Director, NLM, Govt. of India.
- ◆ Ms. Anuradha Mall, IAS, Director, National Literacy Mission, Govt. of India.
- ◆ Shri Suresh Kumar IAS, Director, NLM, Govt. of India
- ◆ Shri Vijay P. Goel, IRS, Director, NLM, Govt. of India
- ◆ Shri M.C. Pant, Chairman, National Institute of Open Schooling (NIOS), New Delhi
- ◆ Dr. V. Mohankumar, Director, and his dedicated team, Directorate of Adult Education, Government of India.
- ◆ Prof. N.K. Ambasht, Former Chairman, NIOS, New Delhi
- ◆ International Council of Adult Education (ICAE), New Delhi
- ◆ Asian South Pacific Bureau of Adult Education (ASPBAE), Mumbai
- ◆ International Federation of Workers' Education Association (IFWEA), New Delhi
- ◆ India International Centre, New Delhi
- ◆ State Resource Centre (SRC), Jamia Millia Islamia, New Delhi
- ◆ United Nation Fund for Population Activities (UNFPA), New Delhi
- ◆ Delhi Library Network (DELNET), New Delhi
- ◆ United Nations Educational Scientific and Cultural Organization. (UNESCO), New Delhi
- ◆ Group of Adult Education, Jawaharlal Nehru University, New Delhi
- ◆ Global Campaign for Education, New Delhi

We are also thankful to Prof. SY Shah, Group of Adult Education, JN University for his active support in organizing and conducting Research Methodology Course and other academic activities. We also thank him for editing of IAEA Journals and extending resource support.

We would like to express our sincere thanks to our Patron Prof. BS Garg; President Shri K.C. Choudhary, Our Vice Presidents Prof. K.S. Pillai, Prof. S.Y. Shah, Prof. Arun Mishra , Prof. N.N. Joshi; Treasurer Shri N.C. Pant, Joint Secretary Shri A.L. Bhagava, Associate Secretaries Shri Sudhir Chatterjee, Dr. L.Raja, Shri D.K. Verma and all the distinguished members of the Executive Committee and the conveners and Chairpersons of all the State Branches for their active support and cooperation. We would also like to thank our Administrative Officer Shri SC Dua, Office Superintendent Smt. Veena Mahajan and all members of the staff of IAEA for their valuable services rendered to IAEA. We extend our sincere thanks to all members of the Council and General Body of the Association for their continued support, encouragement and guidance.

New Delhi  
31-12-2005

**DR. MADAN SINGH**  
**GENERAL SECRETARY**