



"Bridging the Gap Between Intention and Action: Girls and Women's Education in South Asia"

Results of a Study

ASPBAE in collaboration with UNESCO-PROAP initiated a Four Country Study (Pakistan, Bangladesh, Nepal, India) on Girls and Women's Access to Basic Education. Over the past ten years, educationalists and policy makers have been witness to a number of research studies, articles, reports on the status of women in the region and the causes for educational backwardness and high illiteracy. The group of researchers decided that over the past ten years there have been innumerable workshops and meetings on women's education, the Girl Child and on innovations/micro experiences on women's education. The principal concern of group of Researchers was whether this would be different. How could this exercise carry a debate forward and identify strategic interventions to bridge the gaping chasm between intention and action? The framework of the research was based on the reasons behind the

persistent gaps between the 'publicly stated intentions' of the governments and ground realities. All countries involved in the study had good policies, yet these have made limited impact on actual practice. The study also recognised that the process of transferring NGO experiences to the mainstream have also been fraught with problems. This research thus decided to adopt a more nuanced approach to the NGO-GO 'debate'; to attempt to break the deadlock and initiate meaningful dialogue between the Government and NGO advocates.

The country studies drew upon both NGO experiences and lessons from special or pilot projects of the government, with a view to exploring why the lessons of such valuable experiences have not been integrated into the central planning process and the delivery system. Further, the research recognised the limitations and tried to capture the inherent

Central Zone Conference on Adult Education, Srinagar, Garhwal, June 12-13, 1998

The Indian Adult Education Association in collaboration with Department of Adult, Continuing Education and Extension, H.N. Bahuguna Garhwal University is organising the Central Zone Conference on Adult Education in Srinagar, Garhwal (UP) on June 12-13, 1998. The Central Zone comprises States of Bihar, Madhya Pradesh, Rajasthan and Uttar Pradesh.

The Conference will discuss the problems faced in implementation of the programme in the Zone and the efforts made to overcome them. It will particularly focus on the role of universities and voluntary organisations in Total Literacy Campaign.

The contact person in Srinagar is Dr. Arun Mishra, Director, Department of Adult, Continuing Education and Extension, H.N. Bahuguna Garhwal University, Srinagar, Garhwal - 246174.

Lokshala Programme: An Alternative Model of Universalisation of Elementary Education

The Lokshala Programme for Universalisation of Elementary Education (UEE) was started in May 1995 by Bharat Jan Vigyan Jatha, New Delhi with academic support from the Maulana Azad Centre for Elementary and Social Education, Department of Education, University of Delhi.

It is envisaged as a nation-wide social intervention for the improvement of access to equitable quality of school education for all children of India. The basic strategy involves increasing levels of community assertion coupled with decentralisation in the Government School system. The objective is to empower the government school network and to create conditions for realisation of the common school system.

The programme is an attempt to evolve and demonstrate an alternative model of UEE.

It feels that over-centralised, hierarchical and bureaucratised structure of Government school system is not in consonance with the objective of universal enrolment, universal retention and universal learning. Any significant improvement in access and quality of school education will come about only through systemic intervention by the local communities leading to their active participation and assertion in decision-making.

It perceives that the 'world of knowledge' must be related to the 'world at work' in order to make knowledge meaningful and relevant. The learning during the early years must be through mother tongue for all children irrespective of class background.

It has established four Advanced Field Laboratories (AFLs) with the aim of placing elementary education on the agenda of higher education. Four AFLs are working in Delhi, Hoshangabad (MP), Jahanabad (Bihar) and Debitala block Dhubri District (Assam).

UGC has awarded twelve teacher fellowships for the programme.

Further information : Prof. Anil Sadgopal, National Convenor, Bharat Jan Vigyan Jatha, 86 A, Block 22, DDA Flats, Sarai Kale Khan II, New Delhi - 110 013. ■

A.H. Khan Honoured

Shri AH Khan, Associate Secretary, IAEA and Assistant Director, Department of Adult, Continuing Education and Extension, Magadh University, Bodhgaya, Bihar has been presented the Appreciation Award for outstanding services in promoting harmony and peace in the country. The Award instituted by International Association of Educators for World Peace was presented to Shri Khan recently by the Speaker of Gujarat Assembly at a function held in old Raj Bhavan, Ahmedabad. ■

Programmes of SCOPE PLUS

Scope Plus, a voluntary organisation in New Delhi is running the following programmes:

1. Women and Children Education
2. Women's Empowerment
3. Education and Skill Development
4. Resource Mobilisation, Sensitisation.

These programmes are being organised in collaboration with Tihar Jail, Schools and Colleges and a voluntary organisation - CASP-PLAN.

Further information : Ms Seema Malhotra, Q-57, Rajouri Garden, New Delhi - 110 027. ■

IAEA Needs a Documentation Officer

Applications are invited for the post of a Documentation Officer in the Indian Adult Education Association. The candidate should have a Master's Degree in Social Sciences with a Bachelor Degree in Library and Information Science with three years experience in documentation work. Salary Rs.7000/- p.m. consolidated.

Applications should reach the General Secretary, Indian Adult Education Association, 17-B, Indraprastha Estate, New Delhi - 110 002 by May 31, 1998.

Democratisation of education

K.N. Panikkar

Education in India has for long been a matter of privilege. Of all forms of regimentation the caste system brought into being, a rather rigid division between mental and manual work is the most striking. Such a division has several social implications. One among them is the denial of knowledge to an overwhelming majority. Education, therefore, has become a privilege of a few which, in turn, helped them acquire social, economic and political power.

The colonial intervention which otherwise unsettled the Indian society in many ways did not fundamentally alter the privileged status of education. It only devised a new form for its articulation, even if marginal benefits accrued to the excluded sections. From within the old structure, a new formation emerged and monopolised the benefits the colonial rule could offer. The rise and growth of an educated middle class was embedded in this colonial project which sought to create a class of collaborators. At no point of time was the colonial state inclined to promote mass education. Independent India inherited a system of education, discriminatory and culturally rootless, administered by an insensitive bureaucracy. Colonial education was undemocratic in both structure and content.

The state of education after about 200 years of the "benevolent British Raj" is a reflection of what

colonialism has denied Indians. It left behind a predominantly illiterate and ignorant society. More than two thirds of the population had no idea of the pleasures of reading and writing.

Even after 50 years of Independence, it is doubtful whether the legacy of colonialism has been effectively overcome and a democratic system of education put in place. The lack of universalisation of education is a case in point. Almost half the population is still illiterate, let alone being educated. The condition of women, tribals and Dalits is much worse. In Rajasthan, for instance, female literacy is only about 20 per cent and there are tribal areas and Dalit enclaves where literacy is below 10 per cent. These areas of darkness are a severe indictment on the nature of modernity and progress independent India has tried to achieve. Prof. Amartya Sen has underlined the failure to invest in education as a central problem in Indian development. The failure is possibly because the undemocratic and discriminatory colonial system persists in Independent India. The promises of the Constitution, therefore, remain unfulfilled.

The early years of Independence witnessed an intense urge for economic and political decolonisation. Anti-imperialism and non-alignment were central to the Indian political life. But in education, which is a crucial component of cultural and intellectual

decolonisation, a clear-cut departure from the colonial system did not take place. What was required at that juncture was the dismantling of the colonial system, both in structure and content, as it was evolved to serve the cultural and ideological interests of the colonial state.

No such thing actually took place. The Education Commission bemoaned in 1964 that "during recent years, we have greatly expanded a system which continued to have essentially the same features it had at its creation a century ago". The situation is not far too different today, despite the proliferation of schools, colleges and universities.

The infrastructure expansion, however, is an essential pre-requisite for democratisation. Without universal access, education cannot become democratic. **But mere access to education does not necessarily make it universal or democratic. The sharp difference in the quality of institutions is such that they tend to exacerbate the existing social differentiation and asymmetrical power relations rather than eliminating them.** Even in metropolitan cities there are abysmally "poor" and vulgarly "affluent" schools. Schools without black-boards, chalk and benches coexist in the city with air-conditioned schools providing computer literacy. The social differentiation is clearly reflected in the education system; the latter contributes to the perpetuation of the former.

The solution perhaps lies in a non-discriminatory system in which different types of institutions do not exist. The Education Commission advocated a common school system which will not respect caste, class or community. It also asserted that access to good education should not depend on wealth or class but on talent. So far this has remained a mirage.

In principle, the education system of India is open and non-discriminatory. Anyone can seek and obtain admission to any institution. But in practice, it is as elusive as Jehangir's chain of justice. The material requirements of admission are such that segregation occurs automatically. But there is one factor which divides institutions and student community into distinct compartments - the language of instruction and communication.

Today there are two types of institutions. One imparting instruction through the mother tongue and the other through English. The latter, patronised by the affluent and hence prestigious, have proliferated since Independence. The poor and the deprived have to do with "vernacular" schools which are inferior in terms of instruction and infrastructure. Education is thus creating two "cultures" and "castes" and there is no meeting point.

This dichotomy has been inherited from the colonial past. The colonial rule encouraged such a division for ideological, cultural and political reasons, as language is an important

component of identity. The Indian intellectuals, in the 19th century itself, rightly gauged its implications for incipient nationalism. That was why they strongly advocated a shift away from an alien language to the mother tongue as the medium of instruction and communication.

This is not to argue, particularly in the context of the contemporary situation, that other languages, especially English, should be excluded from the curriculum. Quite the contrary. **For historical and academic reasons English has to remain an integral part of our schooling. But not at the expense of the mother tongue.**

The marginalisation of the mother tongue in institutions of higher learning has tended to confine the knowledge produced there to their portals. In the absence of a common language of communication, wider dissemination of knowledge is not possible. Academic knowledge therefore, does not get translated into social knowledge. The learned culture thus remains isolated, impeding the necessary interface between education and society. Assigning a rightful place to the mother tongue is a pre-requisite for the democratisation of education, as that alone can make knowledge production culturally rooted and accessible to people.

Democratisation of education in the real sense should embrace the academic rather than the administrative bodies. Unlike as in the present system, the initiative for organising the teaching-learning process should vest

in teachers and students. That alone can ensure their creative involvement which would help transform the present rigid, moribund and outdated system. No change, however laudable, can be effective when it is imposed from above; it has to evolve from within. It will be possible only by bringing the students and teachers to the centre-stage with freedom to innovate pedagogic practices and modes of evaluation which ensure their creative and joint engagement in the generation of knowledge. That in fact is the essence of the democratisation of education.

Such a transformation would require, on the one hand, the academic empowerment and enrichment of the teacher and on the other, the freedom of the student to match his or her talent with learning and both are accountable to society. A change in this direction is overdue. But that will involve an overhauling of the structure, content and practice, the initiative for which should come from the academic community.

(Excerpts from the convocation address delivered at the Manonmariam Sundaranar University, Tirunelveli, Tamil Nadu on March 19, 1998. The writer is Professor, Centre for Historical Studies, Jawaharlal Nehru University, New Delhi).

S.N. Saraf Dead

Dr. S.N. Saraf, former Vice-Chancellor, Sri Sathya Sai Institute of Higher Learning, Anantpur (A.P.) died in New Delhi recently.

He was a Life Member of IAEA.

International Women's Day

Gujarat Vidyapith's Institute on Equity and Development, a Centre for Inter-disciplinary Studies in collaboration with the Population Education Resource Centre, celebrated the International Women's Day. Dr. Krishna Ahoja Patel, Visiting Professor at the International Studies Programme of St. Mary's University, Halifax, Canada and an eminent scholar on Gender and Development delivered the keynote address on "Gender Equity : Today and Tomorrow". Prof. Ramlal Parikh, Chancellor of the Gujarat Vidyapeeth, presided. The Chancellor announced the setting up of a Women's Study Forum for ongoing discussion of Women's problems.

Prof. Parikh said that illiteracy among female population of India was the greatest obstacle in development of women. It should be removed at the earliest. Thumb impression and Purdah among illiterate women should be banned immediately. Its continuation even at the end of this century was a disgrace. Problems of tribal women should receive priority attention.

The Vice-Chancellor Mr. Govindbhai Raval said that education was key to women's liberation. Prof. Krishna Ahoja Patel described in detail the seven roles of women as house-wife, producer, manager, mother, daughter and technical worker. The difference of wages for same work by man and woman should be removed at the earliest. ■

Over a Billion People Live on Less Than \$1 A Day says World Bank Report

Despite huge strides in poverty reduction over the past 40 years, 1.3 billion people live on less than \$1 a day and almost 3 billion on less than \$2 a day says a recently released report, "Poverty Reduction and the World Bank: Progress in Fiscal 1996 and 1997."

Though some indicators, such as life expectancy show clear improvements, marginalisation of certain groups on social grounds in some countries has caused concern. The Report points out that bringing these people into the socio-economic mainstream is the key to achieving sustainable growth in developing countries. According to the Report, although the overall trends in developing countries show significant progress in poverty reduction, by region the results are mixed. Poverty has declined in the Middle East, North Africa and parts of South Asia. In India, while the incidence of poverty has fallen, the absolute number of poor people continues to rise. In Eastern Europe and Central Asia both the incidence and absolute numbers of the poor have arisen. The incidence of poverty continues to be high in Sub-Saharan Africa where the world's poorest people live.

The World Bank has also outlined its strategy for better monitoring, assessment and inclusion of low-income people who benefit from programmes and projects it assists.

(UN Newsletter, 7 Feb 1998)

Food Shortages Loom Large as World Population Grows

There are signs that by 2025, when world population is projected to total over eight billion people, food production may not keep up with the demand, warns a new report from the Johns Hopkins University, School of Public Health.

The report urges a dual strategy of overcoming constraints to increasing sustainable food production and at the same time slowing population growth by meeting people's family planning needs. Even today, although there is sufficient food to feed the nearly six billion people on earth, one in every three people is malnourished. Each year about 18 million people -- mostly children -- die from starvation, malnutrition, and related causes.

"Helping couples prevent unintended pregnancies by providing family planning would slow the growth in demand for food," according to the John Hopkins report. Slowing population growth would buy time to increase food supplies and improve production technologies while helping to conserve natural resources.

Surveys reveal that at least 100 million married women in developing countries would prefer to avoid pregnancy but are not using any contraceptive method. Finding ways to serve these women is one part of the solution, according to the report. To reach replacement level fertility, contraceptive use in developing countries would have to increase from the current level of 50 per cent to the 73 per cent level of developed countries. ■

"Bridging the Gap....."

contd from page 1 col 2

contradictions in both sectors in analysing the results of the study and formulating recommendations.

Priority areas for action in the immediate future

1. Making the system work to achieve stated national goal

Almost all studies and reports done on girls' and women's education come up with a familiar list of recommendations asking for systemic changes. It is easy to come up with a list of recommendations.

Operationalising them in an apathetic environment is not easy. It is important to move away from generalised problems and solutions to programme-(region or issue based) specific planning.

The group of researchers in this exercise came up with few preliminary suggestions which are purely indicative and would have to be adopted to the needs of each country.

1.1 Undertake a thorough review of the effectiveness of incentives schemes like free textbooks, uniforms, token scholarships, school attendance reward, and the like. This could be done to assess impact or lack of it.

1.2 Rekindle debate on ways and means of reaching the unreached. All the studies have highlighted that existing school facilities are inadequate for all children to enrol. Bridging the gap between

expected demand and supply of good quality schools is an essential need.

1.3 Revisit the debate on the provision of female teachers, especially in rural areas, as role models that the community can emulate. Prepare a time-bound strategy to enhance the pool of female teachers. Also, identification of local youth (boys or girls) to work as teachers in the village or hamlet they come from may be explored. Experience has shown this is an effective strategy to provide a highly motivated teaching force in remote areas.

1.4 Review financial management with a view to moving towards greater efficiency, plug leakages and identify reasons (at all levels) for low utilisation of aid in the education sector.

2. Review the potential and limitations of establishing separate women's cells, women's focal point, and gender consultants in mainstream programmes and institutions

All the four country studies highlighted the importance of retaining the special units or cells to underpin gender issues in ongoing programmes, policies and management decisions.

However, the need to give greater teeth to such cells/units through innovative management was suggested.

This realisation led to a demand to integrate gender issues into the mainstream and address systemic issues of access, relevance, and quality.

Development practitioners in the

region (within government and outside) have gradually realised that mainstreaming issues of gender is not an easy exercise. However it is important to learn from the experience of other countries in the region who have successfully been able to break out of the cycle of illiteracy (e.g. China, Vietnam, Thailand, Malaysia): the goal of universalisation of primary education can never be achieved unless the gender gap is closed.

3. Intensive advocacy with the social, economic, and political elite and opinion makers to put girls' and women's education on the national agenda.

As it is evident from the above sections, unless there is a change in the mind set of the power elite in the region and we stop viewing women as recipients of welfare, perpetrators of the population problem, and as a mass of ignorant 'housewives' and 'mothers' contributing little else to the evolution of our society and culture, we can not make a breakthrough. This change can be brought about by intensive media campaigns targeted at the political elite and opinion makers.

Ultimately, all discussions on education and the gaping schism between stated goals and the ground realities lead to political will. The best recommendations and most effective strategies will therefore be rendered ineffective unless there is a radical change in the priorities of the political elite. ■



Hooja, Rakesh. **Training of Panchayati Raj Functionaries: Some Issues.** Journal of Rural Development. Hyderabad, National Institute of Rural Development, Vol.16, No.4, Oct-Dec 97. p 723-737.

The constitutional amendment regarding panchayati raj has increased the number of elected representatives including first time electees. Thus the need for PR training has gone up considerably. The amendment has also influenced changes in the type of training required. In fact the scope and nature of training would depend upon the expectations which society has from the panchayati raj system as a whole. After indicating some impacts of the amendment upon training, a section of this paper discusses about various views about the numerous objectives of PR, i.e. what people expect can be achieved through PR. The third part of the paper tries to analyse the desired content of training programmes for the elected representatives and functionaries as also the means to impart such training in a manner that is easily comprehensible to the trainees who come from rural background and many of whom may even be illiterate. The paper asserts that a system of continuous and repeated training with a wide coverage of topics and themes indicated in the paper may be a means to influence elected panchayat leaders and PR functionaries and to building locally available pools of skills and

knowledge which could help in achieving the objectives of, or expectations from, Panchayati Raj.

UNESCO. **World Education Report 1998: Teachers and Teaching in a Changing World.** Paris, United Nations Educational, Scientific and Cultural Organisation, 1998. p 174. FF 150.

The report, the fourth in Unesco's series of World Education Reports, reviews recent trends and developments in education and educational policy.

The document has been divided in four chapters. Chapter one is introductory in nature and discusses status and problems of teachers in formal education system.

Chapter two deals with status and profile of teachers and global pressures of student enrolments. It also analyses changing educational policy environment.

Chapter three is devoted to teaching context and pressures. It highlights concern for quality and relevance and trends towards monitoring and evaluation. It also discusses pressure on teachers, teaching and learning conditions, teacher education and of assessing teachers' effectiveness.

The last chapter discusses teachers, teaching and new technologies. It analyses teachers hesitation towards the new technologies, key technological trends and developments, and towards virtual

learning environments, and its implications for teachers and teaching.

Under appendices, it gives World Education Indicators, National Reports and Unesco Reports, publications and periodicals concerning education 1995-97.

Mohanty, S.P. and Momin, A.R. **Ed. Census as Social Document.** Jaipur, Rawat Publications, 1996, p 245, Rs.400.

The volume, which is an outcome of a national seminar, covers a wide spectrum of themes relating to the census. These include an appraisal of economic data relating to working population, an analysis of occupational diversification and urbanisation, poverty - induced migration, the ageing population and its economic activities, and a review of the demographic situation of the tribal population.

Jain, M.K. **Ed. 50 Years of Library and Information Services in India.** Delhi, Shipra Publications, 1998, p 344. Rs.750.

This volume contains twenty seven articles contributed by library professionals in the country. These articles have been arranged into nine sections namely, National Policy on Library and Information Services, Public Libraries, Academic Libraries, Special Libraries, National Library, Library Techniques, Information Technology, Library and Information Services and Library and Information Services Literature.

Deouskar, Mahesh. **Population Education - as Perceived by Teachers and Students**. New Delhi, Reliance Publishing House, 1997, p 288, Rs.300.

The study aims to identify and understand the knowledge, attitudes and beliefs of higher secondary school teachers and students of Bundelkhand Region of Madhya Pradesh about population education. The main objectives of this study are to assess/identify the knowledge of teachers as well as of students of secondary school level; to study the attitude of teachers and students of secondary school level; and to study the beliefs (social, religious and economic) of teachers and students.

The female population of teachers and students of urban and rural areas are more knowledgeable on population problems and population growth than male population. The female population of teachers and students have favourable opinion about control of population growth. It may be surmised that their domestic as well as social experiences have caused this tilt in favour of controlling population growth.

It suggests that teachers and students both have strong beliefs and attitude towards population education. They are perhaps mentally ready to accept population education in the school curricula from the teaching and learning point. There is now need to develop and evolve a systematic

syllabus for strengthening and streamlining the theory and practice of population education in educational institutions of different types and levels.

Krishnaraj, Maithreyi, Sudarshan, R. Katna M and Shariff, Abusaleh. **Ed. Gender, Population and Development**. Delhi, Oxford University Press, p 1998, p 363, Rs.595.

The volume probes into connections between gender and development. It explores and illustrates, through theoretical reviews and empirical accounts, the powerful mediatory effects of gender relations in modifying or reinforcing gender biases.

It has a specific thrust, linking gender with development through two distinct sets of conditions : individual endowments and structural constraints for gender equity. They examine the basis of gender discrimination and the policy perspectives rising therefrom. The collection uses field survey data to provide an insight into what is actually happening to the females of this country.

Panda, Snehlata. **Political Empowerment of Women : A Case of Orissa**. Journal of Rural Development. Hyderabad, National Institute of Rural Development. Vol.16, No.4, Oct-Dec 1997. p 663-672.

The study explores the rural socio-political situation and performance of women representatives in PRIS in Orissa with

the mandatory provision of 33 per cent reservation for women, provided by the New Panchayati Raj Act. The study was taken up in three phases. The first phase was taken up immediately after the panchayat elections were held, the second phase after six months of their operation and third phase was after two years. Data was collected from sample survey of selected GPs and PSs which included 92 women representatives incorporating 19 PS Member, 31 Naib Sarpanch and 42 Ward Members.

The paper focuses the socio-economic background of the participants and the breaking barrier of traditional patriarchal society to enter into the political arena which gives true meaning to the grassroots democracy. The author expresses that women entered into the politics due to the mandatory provision of 33 per cent. Most of the women are having non-political background and entered politics due to persuasion of by their family members or pressure from the village community or pressure from political party and some members entered due to personal interest.

The important aspect of the paper is that the women who reluctantly entered into politics showed great maturity in outlook, enthusiasm, increasing political consciousness, and the increasing perception of their role and responsibilities in third phase. The paper sums up the acceptance by the men, to women's entry into policies and radical changes occurring in the rural value pattern of women as reproductive society as a result of political empowerment.

Central Zone Conference

Adult Education of Parents Essential for Universalization of Primary Education

The Central Zone Conference on Adult Education which concluded in Srinagar (Garhwal), U.P. on June 13, 1998 noted with concern that budget allocation for adult education has been reduced for the year 1998-99. This, it felt, would not only effect education among adults but would effect primary education too as education of parents was essential for universalisation of Primary Education.

The Conference urged the Government to study in depth all the adult education programmes launched in the country since Independence and the future programmes of adult education should be based on appraisal of earlier programmes.

The two-day Conference was convened by the Indian Adult Education Association in collaboration with Department of Adult, Continuing Education and Extension, HNB Garhwal University. It was attended by about 75 delegates from the States

of Bihar, Madhya Pradesh, Rajasthan, Uttar Pradesh and Delhi. They represented the Government Departments, Universities, Zilla Saksharta Samitis and voluntary organisations.

The Conference was inaugurated on June 12, 1998 by noted environmentalist Shri Sunderlal Bahuguna. In his address, Shri Bahuguna stressed that adult education should not be restricted to imparting adult literacy only. The adult education programme should be undertaken in wider perspective.

Shri Bahuguna emphasised that population stabilisation should be an important component of adult education programme. Unless population was stabilised there would be greater exploitation of natural resources which would be a great hindrance in the march towards sustainable development. He said that adult education should help the people to find solutions to day to day problems.



**Choudhary
Nominated
Chairman, RAC,
Workers Education
Centre, Indore**

Shri KC Choudhary, General Secretary, Indian Adult Education Association has been nominated Chairman of Regional Advisory Committee, Workers Education Centre, Indore (MP) for a term of two years.

Prof. KP Nautiyal, Vice-Chancellor of the Garhwal University said that education of adults should receive the same priority as education of children in the Ninth Five Year Plan as both were complimentary and supplementary to each other. In adult education, rural areas should get priority, he emphasised. Prof. Nautiyal said that environment education should be an integral part of adult education programme.

Prof. BS Garg, President, IAEA in his address said that adult education should be made relevant to the needs of the adults.

Shri BL Parakh, Vice-President, IAEA and Chairman of the Central

Zone in his presidential address stressed the need to provide education and empowerment to women to enable them to play a meaningful role in social development.

Earlier, Dr. Arun Mishra, Director, Department of Adult, Continuing Education and Extension of the University in his welcome address said that participation of the masses was essential for the success of the programme.

Shri KC Choudhary, General Secretary, IAEA outlined the objectives of the Zonal Conference.

Shri AL Bhargava, Associate Secretary, IAEA and Secretary of the Zone proposed a vote of thanks.

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

- a) Role of Universities in adult education
- b) Role of Voluntary Agencies in Adult Education
- c) What should be the strategies to accelerate Adult Education programme in the Central zone

Recommendations

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

1. The Central Zone Conference on Adult Education held in Srinagar (Garhwal) on June 12-13, 1998 notes with concern that budget allocation for Adult Education has been reduced in the year 1998-99. This it feels will slow down the

pace of adult education in the country and will particularly effect the states of the Central Zone i.e. Bihar, Madhya Pradesh, Rajasthan and Uttar Pradesh which are lagging behind in literacy as compared to other states in the country. It urges the Government to increase funds for adult education as literacy among parents will accelerate the process of Universalization of Primary Education.

2. The Conference urges the Government to study in depth all the programmes of adult education launched in India since Independence and the future programme of adult education should be based on appraisal of earlier programmes.
3. It feels that training of adult education functionaries is still very weak and all efforts should be made to strengthen the training programme. The success of adult education will depend on the meaningful conduct of the training programme.
4. The Conference feels that the number of learners specified for a centre is rarely achieved. It therefore, stresses, that a volunteer should teach one or two learners only. This will give better picture of adults made literate rather than fudging figures.
5. The Conference notes with satisfaction that at certain places

Panchayats are being given complete responsibility for eradication of illiteracy. This is a welcome trend and should be followed in all states of the zone. The Panchayats should be provided funds and facilities for the purpose.

6. The education and empowerment of women should be a priority programme as literacy among women is very low in the Zone. The adult education programme for women in addition to literacy education, should develop self confidence among them, destroy superstitions and create a spirit of scientific temper.
7. It feels that universities can play a meaningful role in training, preparation of teaching/ learning material, research, monitoring and evaluation. Their services should be utilised in this regard and adequately funded for the purpose.
8. The Conference feels that the voluntary organisations as grass-root level organisations should be allotted specific area under the TLC District to undertake literacy programme and should also be encouraged and funded to undertake innovative and experimental projects so as to give new thrust to the adult education programme.
9. The Conference feels that the funds sanctioned by the Government/UGC are not

released in time as a result the work suffers and desired results are not achieved. It urges that the funds be released in time so that the programmes should run without any hindrance.

10. It feels that at certain times the implementing agencies are critic to each other which affects the programme. The conference recommends that there should be a provision of inter-agency monitoring and evaluation at different levels.
11. It recommends that Departments of Adult, Continuing Education and Extension of different Universities should be given a statutory status in the university general system.
12. The conference recommends that to make ZSS more powerful and effective the Secretary of ZSS may be delegated some financial and administrative powers as suggested by the Adult Education Panel for the next five year plan.
13. The conference recommends that there should be coordination committees for the cluster of districts in the various states to discuss various problems of TLC and PLC programmes and find out solutions.
14. The conference recommends that at the grass-root level there should be elder's men council to help and guide the implementation of the programme. ■

REFLECT : An Expanded Concept of Literacy

In October 1993 ACTION-AID began a two-year action research programme in Uganda, Bangladesh and El Salvador to develop a new approach to adult literacy-based on the ideas of Brazilian educator Paulo Freire fused with the approaches developed by practitioners of 'Participatory Rural Appraisal' (PFA). This has led to the REFLECT approach (Regenerated Freirian Literacy through Empowering Community Techniques) with an emphasis on bridging formal and informal systems of knowledge. REFLECT has spread rapidly since 1996 to over 30 countries across Africa, Asia and Latin America.

The following are key elements of the REFLECT approach:

-each REFLECT circle develops its own learning materials through the construction of maps, matrices, calendars and diagrams that represent local reality, systematise the existing knowledge of learners and promote the detailed analysis of local issues;

-each graphic is constructed on the ground, initially using whatever materials are locally available (sticks, stones, beans etc). As the learners are drawing on their own local knowledge and representing it in a large-scale visual way (using their own codes of representation), everyone has something interesting to say and everyone is able to participate;

-the participants label the graphic with simple drawings which they make themselves. Using these simple

pictures a copy of the graphic can then be made onto a large sheet of paper or card. This stage of transition from the three dimensions of the initial map to two dimensions using pen and paper is the first step to literacy;

-once this transfer is complete, words can be introduced - always in meaningful contexts and always drawing upon the 'vocabulary universe' of the learners themselves. A strong emphasis is placed on this learner generated writing, though relevant reading materials from the local environment are also introduced;

-as the REFLECT process continues an emphasis is placed upon the reproduction of texts written by participants - through the use of silk screen printers (which can be made very cheaply);

-by the end of the REFLECT programme each circle will have produced a range of perhaps 30 maps, matrices, calendars or diagrams - representing a detailed diagnosis of their community. This provides a basis for having more say over the agenda of local development (which is so often dominated by external agencies);

-the evaluation of the pilot REFLECT programmes showed a success rate in literacy acquisition of between 60 per cent and 70 per cent compared to control groups (using traditional approaches) which varied between 20-40 per cent. More importantly, there was a clear link between the REFLECT circles and wider local development.

- Adult Learning
NIACE

Malnutrition is Not Linked to Poverty

The most interesting aspect of UNICEF's annual *The State of the World's Children 1998* report is that the scourge of malnutrition is not linked to poverty. The developing countries of Latin America have shown that sustained efforts to remove vitamin and mineral deficiencies can bring down malnutrition rates substantially even without any increase in the income levels of the people. The success stories of Brazil and Chile are substantial in this regard for they have brought down malnutritional levels from 21 per cent to seven per cent for the under five age group.

The message of Latin America's achievements needs to be brought home forcefully in India, Pakistan, Bangladesh and Nepal because jointly, we are home to the largest number of malnourished children in the globe. Such malnourished children suffer from a number of diseases which include mental retardation stunting and anaemia.

IQ Levels

New research proves that anaemic pre-schoolers are under-achievers with smaller concentration spans than their better-fed counterparts. Even more alarming is the co-relation between IQ levels and malnourishment. Low birth weight babies have IQs that average five points below those of healthy babies. And breast fed babies, interestingly enough, have IQs that are eight points

higher than non-breast fed babies. If this was not alarming enough, the report goes on to confirm that from the 12 million under five children who die every year in this region, the majority of deaths are linked to malnutrition.

How then did the Latin American and some South-East Asian countries achieve such success? Brazil has shown that a single voluntary agency, the Child Pastorate, acted as a catalyst in removing a host of health-related disorders. Members of the Pastorate worked on the principle that malnutrition is a result of a complex interplay of factors. They used the network of the church to make nutrition into a community issue. Community leaders visited the homes of malnourished children, monitored their health and whenever necessary, referred them to local health centres. Pregnant women were also tested for indications of malnutrition and taught to prepare nutritious meals from low-cost ingredients.

In India, large scale community efforts by NGOs in the field of nutrition have been largely absent. The public has washed its hands of this problem and believes it is for the government to take the initiative. The Indian government's Rs.1,000 crore Integrated Child Development Scheme is considered the largest such effort in the world. Unfortunately, being government run it suffers from several handicaps. Monitoring of food intake

remains poor. Although targeted for children under five, it is known to attract kids above that age group. In short, it is not fulfilling the task for which it was originally set up.

Two decades ago, Indonesia suffered from the same syndrome as India. It decided to tackle this problem by building a package around eliminating Vitamin A deficiency, which was mainly responsible for night blindness and poor immunity. The government tackled the problem through the distribution of high-dose Vitamin A capsules to children under five. The efforts proved successful and it was later extended to young mothers as well.

A leading British epidemiologist has tracked down individuals who were born 50 years ago with a birth weight of less than 2.5 kilograms. He found that these individuals were more susceptible to diabetes, high blood pressure, coronary heart diseases, and hypertension compared to their normal counterparts. A similar project being undertaken at the King Edward Memorial Hospital in Pune studies the impact a mother's nutrition has on the development of diabetes, high blood pressure and coronary heart disease on her offsprings when they reach adulthood. It is no wonder then that malnutrition is called the silent killer.

Low-cost Options

Malnutrition stalks rich-nations too. In the US, one in every four children under the age of 12 does not

have access to a proper diet. This is especially true for families receiving social security. Good nutrition for children holds the key to healthy development. With the purchasing power of families on the decline in South Asia, their ability to buy food with adequate micronutrients has also decreased. This trend can only be reversed by a massive effort to ensure that they can turn to low-cost alternatives backed by simple remedies such as iodised salt and increased iron intake especially for pregnant mothers.

Rashmi Sehgal

Women Empowerment thru' Education and Training

The Department of Adult, Continuing Education and Extension, University of Delhi (DACEE) and Delhi University Researcher Association (DURA) jointly organised a discussion on women empowerment through Education and Training on February 4, 1998. About 60 participants from the university and NGOs participated.

Inaugurating it, Prof. KR Sharma of the Chinese and Japanese Studies Department of the University said that women education helps in bringing self-esteem among women and in promoting better quality of life.

Others who spoke on the occasion were Mrs. Rashmi Mishra, Founder Chairperson of Vidya, Dr.(Mrs) Neelam Sinha and Rama Devi, National Open School (NOS), Prof. Lipi Mukhopadhyay, Indian Institute of Public Administration (IIPA), Dr. DD Aggarwal and Ravi Sharma, DACEE. ■

Family planning failure due to apathy

Family planning programmes in India have failed because of bureaucratic apathy and intervention even though there has been no dearth of political will and funding during the past eight five-year plans. According to Prof. Ashish Bose, a noted demographer, after fifty years of population planning, the country is still whistling in the dark looking for a population policy even though the increase in family planning outlay during the past eight five-year plans has been much faster than the growth in population itself.

Bose, who was a member of the Swaminathan Committee appointed by the government to look into the population problem, said successive governments took various initiatives and formed committees to look into the issue and submit reports. However, the reports were scuttled by the bureaucracy.

The Health and Family Welfare Ministry constituted an expert group in 1993 under the chairmanship of Dr. MS Swaminathan to draw up a draft population policy for the consideration of Parliament. In May 1994, the report of the expert group was submitted to then PM PV Narasimha Rao. It was placed on the table of Parliament but never came up for discussion.

"We had recommended the merger of family planning with health and de-bureaucratization of the family planning programme by creating a new structure called Population and

Social Development Commission. The report was scuttled by the bureaucracy as it did not suit them," Bose added.

According to an official report, the country's population was 8463 million as per the 1991 census against 683.3 million in 1981. The absolute addition to the population in the decade 1981-91 was 163 million. The annual exponential rate of growth of population has come down marginally from 2.22 per cent during 1971-81 to 2.14 per cent during 1981-91.

The sex ratio, which was 934 in 1981, declined to 927 in 1991. The report states that the experience of implementing family welfare programme over the past four decades has brought out the importance of adopting a multi-sectoral approach towards population stabilisation efforts.

*- Times of India
May 24, 1998*

N.A. Ansari is Dead

We regret to announce the sudden and untimely demise of Dr. NA Ansari, former Joint Director, Directorate of Adult Education, Government of India and a Life Member of IAEA in New Delhi on June 12, 1998. He was 73.

He was associated with adult education for about five decades and has written extensively on different aspects of adult education.

The IAEA deeply mourns his death and conveys its condolences to the bereaved family.

Courses in Youth and Development

The Indira Gandhi National Open University (IGNOU), in partnership with the Commonwealth Secretariat, proposes to launch a certificate and diploma programme in youth and development through the distance education mode from July 1998. Professor Prabha Chawla, Director, School of Continuing Education and programme coordinator, said this would be a major step in making education international. She said the programme would be open to all learners who have cleared the 10 plus 2 examination or its equivalent.

Initially, 550 students would be enrolled which would be run on a pilot basis at Delhi, Bombay, Calcutta, Madras and Chandigarh. ■

IFWEA

The International Federation of Workers Education Associations (IFWEA) was formed in 1947 and represents over 100 organisations in workers education from 52 countries. Its membership is comprised of NGOs, Women's groups, voluntary associations and national and international trade unions. It aims to promote free and voluntary education work according to principles of solidarity and cooperation, justice, equality, democracy and freedom.

IFWEA produces a quarterly journal "Workers Education". It publishes Red, White and Blue pamphlets which focus on issues covering workers education.

The Indian Adult Education Association (IAEA) is an institutional member of IFWEA. ■

National Photo Competition on Adult Education

The Directorate of Adult Education, Government of India, has announced 6th National Photo Competition on Literacy/Adult Education.

Photo entries have been invited from professional, amateur and student photographers.

The topics are given below:

1. For professionals :
"Literacy - A Human Right"
2. For amateurs :
"Literacy - An Opening to a New World"
3. For students :
"Literacy and Empowerment of Women"

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

The closing date is July 30, 1998.

Further information : Director, Directorate of Adult Education, Block No.10 Jamnagar House, Shahjahan Road, New Delhi - 110 011. ■

Durgabai Deshmukh Award for Women's Development

The Central Social Welfare Board (CSWB) has instituted an award for women's development in the memory of Dr. Durgabai Deshmukh, founding chairperson of the CSWB. The award will be given every year to voluntary organisations for excellence in the field of women's welfare and development.

The award carries a cash prize of Rs one lakh and a citation.

The award will be announced every year on the 13th August which is the foundation day of the Central Board. ■

G.D. Birla awards announced

Professor RN Dandekar, National Research Professor of the Bhandarkar Oriental Research Institute in Pune, Pandurang Shastri Athavale, pioneer of the *Swadhyaya* (self-awareness) movement and Dr. Rajammal Devadas, whose name is synonymous with functional literacy and primary health care in Tamil Nadu, have been selected for the G.D. Birla awards for the year 1998.

Each award carries a cash prize of Rs. two lakh and a citation.

The selection was made by a Committee under the chairmanship of Vice-President Krishan Kant.

These awards have been instituted in the memory of Mr. G.D. Birla by the Birla Academy of Art and Culture. Mr. Birla, a close associate of Mahatma Gandhi, had made significant contributions in the struggle for independence in addition to rendering invaluable services in the sphere of industrial development, science, technology and education.

Previous recipients of these awards include Baba Amte, Ramakrishna Mission, Mulk Raj Anand, J.N. Kaul, Professor R.B. Rybakov, Dr. N.H. Anita and P.K.S. Madhavan, among others. ■

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

- Jawaharlal Nehru



DOCUMENTS

Ahmed, Mushtaq. **External Evaluation Report. TLC, New Delhi Municipal Committee**, December 1997. New Delhi, National Institute of Adult Education, 1998. p 19 (Xeroxed).

Findings of the study shows that only 53% qualified out of those tested. It is much below than most of the TLC districts. It was found that large number of learners who had completed only Primer I or were just at the beginning of Primer II and had discontinued their studies about two years back, were roped in to appear for the test.

Overall result of NDMC literacy campaign reveals that out of 1315 genuine learners, only 702 qualified the test. This is only 7.6% of the original target learners of 9251.

Ahmed, Mushtaq. **Equivalency of New Literates vis a vis Primary School Students**. New Delhi, The Author, 1997. p 39. (Xeroxed copy).

The study is based on the assumption that new literates are equal to class three students of Primary Schools. It compares the level of achievements in the elementary skills of reading, writing and computation acquired by Primary School students completing class III and IV with adult learners completing Primer III.

In this study literacy achievement of 457 class III passed and 500 class IV passed students of

Govt. Primary schools in Pali district of Rajasthan was compared with the achievement of 2275 adult learners. Both the groups belonged to the same villages and wards and took essentially the same test. It compared achievement of both the groups in the basic skill of reading, writing and numeracy only. It was found that only 23% of class III passed students and 37% class IV passed students qualified in the test against 75.5% of adult learners.

The study also presents a very rough estimate of cost which is about Rs.3200 (in four years) which was spent on a student who passed class IV and only Rs.187 in making an adult literate.

The study has certain limitations. It only compares the product of government schools and Total Literacy Campaign in the basic ability of 3 R's. According to the course content for class III and IV, the students are likely to possess more knowledge of division of India into states, festivals of different regions in social studies and carrying out scientific experiments and offering scientific explanations of natural phenomenon.

These expected higher abilities have neither been assessed nor both the groups compared accordingly.

Dahiwale, S.M. **Rural Poverty and Slums**. Jaipur, Rawat Publications, 1997, p 156, Rs.250.

This study was undertaken on slum-dwellers in Kolhapur city in 1992. In the city, the proportion of slum-dwellers increased from 6.85

per cent in the 1980s to 12.20 per cent in the 1990s. The study is based on a sample of 400 respondents. The main objective of the study was to investigate the push-pull factors in migration.

It notes that various programmes of wage, employment, rural development and equity have not helped to improve the migration of rural poor, the permanent solution of agricultural growth is through watershed development schemes and agro-industrial growth for bettering the rural poor.

National Council for Teacher Education. **Report on Manpower Planning for Teacher Education : Central Expert Group on Manpower Planning for Teacher Education**. New Delhi, NCTE, 1997, p 83.

The report analyses the present scenario in teacher education and discusses some of the parameters which need to be considered while formulating plans for teacher education with a view to ensuring the availability of trained teachers for schools.

The three sub-groups examined various aspects. The first sub-group examined the existing scenario, scrutinised available data and developed their reports on the status of teacher education. The second sub-group developed an instrument for a systematic survey of the status of teachers in the country and the third sub-group evolved some guidelines for the use of governments in the states and the centre.

UNESCO Principal Regional Office for Asia and the Pacific. **Resource Kit on AIDS education for the general public.** Bangkok, UNESCO Principal Regional Office for Asia and the Pacific, 1993, p 29.

This resource kit on AIDS education for the general public contains a lead article on AIDS education and information which highlights various conceptual and programme development issues. It also contains general notes of guidance and comments on the possible adaptation of an AIDS education brochure for distribution in different socio-cultural settings. The comments are intended to focus attention on differences in the provision of information. Each country needs to identify the most appropriate content, language or idioms and pictures or diagrams to be used in AIDS information materials.

India. Madhya Pradesh State Council of Educational Research and Training, Bhopal. **Instructor's Guidebook : Population Education, Health Education and Value Education.** Bhopal, Non Formal Education, Population and Health Education Cell, State Institute of Education, 1991, p 90.

This guidebook attempts to provide help to the instructor to understand the problems created by the rapid growth of population. It also seeks to develop a positive outlook on population education and health education.

National Council for Teacher Education. **Curriculum Framework for Teacher Education.** New Delhi, National Council for Teacher Education, 1996, p 71.

The major sections of this book are devoted to the curriculum, its transaction in service education, preparation of teachers for alternative systems and for students with special needs as also education of teacher educators.

It also emphasises the need for flexibility, harnessing local initiatives for effective decision making and resource utilisation.

Saksena, K.P. **Teaching Human Rights : Manual for Adult Education.** New Delhi, Lancers Books, 1996, p 177, Rs.240.

The book provides a concise historical background surveying the evolution of the concept of human rights from the dawn of civilization to the present, analyses of the contents of basic human rights in the context of social realities - that of Asian countries, taken illustratively; analytical information, covering all facets of human rights; and gives some suggestions on teaching.

Yadava, Surendar S. and Yadava, K.N.S. **Statistical Analysis for Social Sciences.** Delhi, Manak Publications Pvt. Ltd. 1995, p 356, Rs.600.

The document gives the reasoning that underline the use of

some of the most common statistical techniques employed in the social sciences.

It begins with simple descriptive analysis of data and progresses to discussions of advanced techniques such as multiple regression, path analysis, and factor analysis. In the book, the usual equation, derivation, and proofs have been replaced with a conceptual and intuitive approach. Where mathematical expressions are used, they are backed up with verbal explanations.

Roy, Shamoli. **Comp. Adult Education and Literacy in India : A Bibliography.** Jaipur, R.B.S.A. Publishers, 1997, p 202, Rs.400.

The document is an attempt to provide reference to the documents on adult education and literacy. The types of documents covered are - articles published in learned periodicals, books, government reports, proceedings of conferences and seminars, monographs etc. in English language. About 2500 key-entries, covering the period upto 1994 have been arranged in an alphabetical-order.

To provide access to information a list of periodicals scanned and a list of abbreviations used have been given.

At the end, Subject Index and Author Index have been given.



Continuing Education Scheme Guidelines for Implementation

A new scheme of Continuing Education for neo-literates was approved by the Government of India during 1995-96. To firm up the guidelines for the implementation of the scheme, two workshops were held at Hyderabad and Ahmedabad during 1996. Based on the deliberations of the workshops, guidelines for implementation have been revised which are given below:

1. The Continuing Education Centres (CECs)/Nodal CECs will run for a minimum period of six hours per day. The actual timing will be decided by the local community.
2. For setting up CECs the community participation should be ensured. Where community provide space for CEC, priority should be given to such place for establishing the Centre.
3. The Centre can also be set up in any of the public building available in the village, like local School, Anganwadi, Panchayat Bhawan, Community Centre etc.
4. In the selection of the Prerak
5. local community should be involved. The minimum qualification is secondary school certificate but ZSS can give relaxation when candidates with this qualification are not available. Prerak should have worked in TLC/PLC either as a volunteer trainer, Master Trainer or Key Resource Person and should be in the age group 20-35.
6. The Nodal Prerak should be chosen by the Zilla Saksharta Samiti in consultation with local Block Development Office. The minimum qualification for Nodal Prerak would be a degree.
7. To run the programme on a long term basis, a corpus fund should be created by the community inviting donations from members and local philanthropic persons.
8. The NGOs should be involved in implementation of the scheme. Wherever the voluntary agencies have set up or are going to set up the continuing education centres, the ZSS will not duplicate. The voluntary agencies will not be provided

money for setting up the centre if ZSS sets up the centres.

The focus of the CE programme would basically be on the following:

- a) The Prerak should be equipped to teach the left out non-literates after the conclusion of TLC/PLC phase.
- b) Retention of literacy skills and their functional utilisation through the libraries and other programmes will be the important function under the scheme.
- c) The CE Centre should be an information centre particularly on the developmental schemes of different Governmental departments. ■

33 Crores still Non-literates in India

Uttar Pradesh tops the List

There are as many as 32,88,79,000 illiterates including 20,05,17,000 women in the country. Human Resource Development Minister Murli Manohar Joshi informed the Lok Sabha on July 20, 1998.

Uttar Pradesh has the highest number of 6.47 crores illiterates followed by 4.22 crores in Bihar and 3.10 crores in Andhra Pradesh.

LEARNING A TRADE THE SIMPLE WAY

In Central America, pictures and sounds are used to teach sought-after skills to illiterate people

Education isn't much use if it doesn't help you to feed yourself and build a future. This is the idea behind the Learning Without Frontiers project to develop alternative, or informal education among the 30 million inhabitants of the six countries of Central America - Costa Rica, Guatemala, Honduras, Nicaragua, El Salvador and Panama.

The aim is to teach trades to adults so they can earn a living. Such skills as making bricks, earthenware plates and utensils and bamboo furniture, elementary sewing, electricity, plumbing and carpentry, and also market gardening and producing natural fertilizer are taught through modules designed for people who cannot read.

All nine courses include a video showing each step, with explanations by the instructor in everyday language. If a video machine is not available, an audio cassette can provide a detailed description of the steps to follow. There is also a manual which shows the entire process in pictures and simple diagrams, rather like a recipe in a women's magazine where you can't go wrong.

Easy to make

The courses are put together in Costa Rica by local professionals with experience in radio and television production and/or training in graphics. They also receive the help of Radio Nederland's Latin American training

centre. Those for making pottery and bricks are now being tested. *"The method is clear, the technique very simple and the items very easy to make,"* says Desena Rivas, a 21-year-old village woman who had never touched clay before. *"And the earthenware pots and plates are very popular with tourists."*

"It's a way to generate alternative employment. We can work in groups, with friends for example," says Martic Solis, a 26-year-old gardener who sees a chance to increase his income to support his young family.

"There are two teachers per class: the project trainer and a man or woman from the community who has already mastered the skills. In this way, the entire learning process is based on interaction between the facilitators (project trainers), participants and their community," explains Amable Rosario, who is responsible for the courses at Radio Nederland.

Now in the testing phase, the project will be launched in early March. A radio and television campaign in the six countries will publicize the courses and some media stations will actually broadcast them, allowing people to learn at home.

In villages and city slums, non-governmental organizations will serve as a link, helping to find teachers and providing the necessary infrastructure, such as a class-room, a video machine or a TV set. In Costa Rica alone,

about 200 local NGOs or offices of foreign ones have been contacted.

The courses last from eight to 12 weeks, with an average of one session a week. They are designed so that adults, such as Solis and Rivas, who are occupied in the daytime with a job or a family, can attend.

They are especially aimed at young people and women. The courses can also be condensed to run for shorter periods - to train unemployed youths, for example.

"Teaching manual trades is very good for our young people," says Solis. *"It allows them to escape the curse of drugs. Craftwork isn't looked down on. In fact tourism has boosted its status."*

"It's a completely new experience," says Amable Rosario. *"We've really tried to make use of multimedia by combining audio-visual, sound and written material. Central American countries have worked with UNESCO before in educational development, but this is the first time they've cooperated on an informal education project."*

"In several countries in the region, schools haven't yet recovered from the wars, so the project is filling a big educational gap created by the fighting," says Juan Chong, head of UNESCO's regional bureau in Costa Rica.

A Living Success

Tests have shown that the teaching method is suitable for an illiterate and inexperienced person, but they have also brought to light special requests, such as advice on how to market manufactured goods.

The participants are quick to remind that producing crafts is not the same as selling or marketing them - which is a whole different ballgame.

Time will tell how effective the project has been not just in transferring know-how but also in generating income. Just how many men and women will follow the example of Juan Mendez Alvarez, a 50-year-old Costa Rican who learned to spin pots, plates and other items 18 years ago and who now runs a small but prosperous pottery firm? Alvarez opens the video on teaching pottery. His is a living success story which may inspire tens, even hundreds of thousands of others in these six countries where statistics show 70% of people do not manage to earn even a minimal income.

In the meanwhile, preliminary evaluation results are strong enough to send a Costa Rican team to Mozambique where they will help produce similar materials for other Portuguese-speaking countries of Africa.

Unesco Sources No. 98

Ph.D. in Adult Education

Ms Latika B Sharma, teacher-educator at St. Teresa's Institute of Education, Mumbai and a Life Member of IAEA has been awarded Ph.D. in Adult Education by Punjab University, Chandigarh.

The title of her thesis is "The Development of Adult Continuing and Extension Education in Universities of Maharashtra State during the Post Independence Era." ■

Programme Specific Sub Committees of IAEA

The Executive Committee of the Indian Adult Education Association at its meeting in New Delhi on March 20, 1998 has formed the following Programme Specific Sub-Committee to undertake the priority programmes in adult education. The name of the Committee alongwith the name of the Convener are given below:

<u>Programme Specific Committee</u>	<u>Convener</u>
1. Literacy, Post Literacy and the Universalisation of Education	Shri BL Parakh
2. Education for Women's Empowerment	Smt. Kamala Rana
3. Environmental Education for Sustainable Development and Human Rights	Shri KC Choudhary
4. Workers Education for Occupational Health and Safety	Shri BN Kamble
5. Migrants' Education	Shri AH Khan
6. Indigenous Education	Shri Sudhir Chatterjee
7. Older People and Adult Learning	Prof. NN Joshi
8. HIV/AIDS Education, Adolescent Education	Shri RN Mahlawat
9. Vocational Education & Training	Smt. Nishat Farooq
10. Information Technology	Prof. BB Mohanty
11. Policy Research and Advocacy	Dr. KS Pillai
12. Leadership Development	Shri NC Pant
13. Science for Masses	Dr. Arun Mishra

IAEA Establishes Branches

The Indian Adult Education Association has established the Branches in the following States:

Bihar, Haryana, Kerala, Madhya Pradesh, Maharashtra, Orissa, Rajasthan, Uttar Pradesh and West Bengal.

In the elections held recently, the States of Bihar and Kerala have elected the office-bearers of their branches.

The Kerala Branch at its meeting on July 11, 1998 elected Dr. KS Pillai as Chairman, Dr. AM Tampi as Vice-Chairman and Dr. V Reghu as Secretary.

In the meeting of Members of IAEA of Bihar on July 19, 1998 Shri Dwariko Sundrani was elected as Chairman, Dr. Mokhtarul Haque as Vice-Chairman and Shri AH Khan as Secretary.

The States of Haryana, Madhya Pradesh and West Bengal will hold their meetings on August 02, August 23 and August 30 respectively.

Sarvshri BL Parakh, B.N. Kamble, Prof. BB Mohanty and Dr. Madan Singh conveners of Rajasthan, Maharashtra, Orissa and Uttar Pradesh respectively will convene meetings shortly to elect office-bearers. ■

Reducing Gender Biases

Investment in women's capabilities and empowering them to exercise their choice is not only valuable in itself, but is also the best way to contribute to economic growth and overall development. This view may well be shared by the elite, but the reality is very different. The majority of the women are still tradition bound and enmeshed in the web of male domination, which largely incapacitates them from leading more meaningful lives. A platform was provided to activists engaged in women's issues, to evolve effective strategies for elevating the status of women during the national workshop on "Women and Gender Equality" organised by the Vishwa Yuvak Kendra on April 1-3, 1998. Recommendations were made after highlighting the present status of women in society with particular emphasis upon the problems encountered by them, youth intervention in the emancipation of women, attitudinal changes essential for gender equality and Governmental and Non-Governmental efforts for empowering women.

Thirty-three youth workers representing NGOs from different parts of the country participated in the workshop. ■

SRC, Hyderabad celebrates International Women's Day

The Population Education Cell of State Resource Centre, Hyderabad (AP) celebrated International Women's Day on March 08, 1998 in Hyderabad. Nearly 240 women from

ten Mahila Mandals participated. An exhibition cum sale of goods prepared by Members of Mahila Mandal was organised on the occasion.

Smt. K. Sugunamani, former President, Andhra Mahila Sabha was Chief Guest on the occasion. Dr. K.J. Sarma, Director, SRC presided over the function.

The Population Education Cell is providing books, audio-visual materials on population education to Mahila Mandals.

The News Bulletin of March also published articles on women's education and empowerment. ■

UNESCO Science Prizes

UNESCO Science Prizes were awarded on November 5 during a ceremony at Headquarters. An Indian biologist, Dorairajan Balasubramanian, received an award for his efforts to popularize science. Belgian Etienne Pays, who has been working on a vaccine against "sleeping sickness," shared a prize for microbiology with Sheikh Riazzudin of Pakistan whose work in agricultural productivity avoids the dangers of chemical pesticides. Breaking new ground in nuclear structure theory brought a prize to a Mexican physicist, Marcos Moshinsky. And Yong-Chuan Chen of China was recognized for his work in combinatorial mathematics. The Department of Environmental Sciences of the University of Alexandria (Egypt) and the Forest Department of Sri Lanka each received a prize for environmental preservation.

- Unesco Sources

Global Conference on Literacy and Social Change

The Action Aid India will be organising the REFLECT Global Conference on "Radical Approach to Literacy and Social Change" in Bhubaneswar (Orissa) on November 3-7, 1998.

Further information : Ms Vasumati, REFLECT Global Conference, Action Aid India, 3, Rest House Road, Bangalore - 560 025. Fax : 080-5586284. ■

Mata Vaishno Devi Varsity

Shri KV Krishna Rao, the then Governor of Jammu & Kashmir and Chairman of the Sri Mata Vaishno Devi Shrine Board laid the foundation stone of Rs.140 crore Mata Vaishno Devi University at Chamba village on the Udampur-Katra road.

The University would provide education to youth of all regions and religions of the State to make them economically self dependent. ■

*Where the mind is without fear and
the head is held high;
Where knowledge is free;
Where the world has not been broken
up into fragments by narrow domestic
walls;
Where words come from the depth of
truth;
Where tireless striving stretches-its
arms towards perfection;
Where the clear stream of reason has
not lost its way into the dreary desert
sand of dead habit;
Where the mind is led forward by
Thee into ever-widening thought and
action - Into that heaven of freedom,
my Father, let my country awake.*

Rabindra Nath Tagore

Population Regulation Stressed at Asian Parliamentarians' Meet

Inaugurating a two-day conference of Asian parliamentarians and legislators on Population and Development in New Delhi on 4th April 1998, Vice President of India Krishna Kant underlined the need for regulating population growth and preserving the environment to ensure a better quality of life. He further added that population needed to be viewed from the standpoint of the dent it made on world resources observing that a nation which cannot produce adequate amount of resources has a population problem. Hence there was a need to maintain a balance between population size, available resources and the ability of the economy to provide basic needs like child care and nutrition, primary education, safe drinking water, sanitation and family planning.

Organised jointly by the Indian Association of Parliamentarians on Population and Development and the Tokyo-based Asian Population and Development Association, the Conference aimed at examining the progress made by the participating countries regarding the plan of action adopted at the Cairo meet held in September 1994.

Mr. Hirofumi Ando, Deputy Executive Director, UNFPA said that India needs to have a stronger political commitment to make its population programmes a success even though it has shown some very positive trends. A lot needed to be done to educate the masses to bring down the maternal

Population, Health and Education in Israel (1960-98)

	1960s	1970s	1980s	Today
Population	2,150,000	3,022,000	3,922,000	5,759,000
Life expectancy:				
Females	-	73.2	76.0	79.5
Males	-	69.1	72.6	75.5
Infant mortality per 1000 live births	31.3	22.7	15.6	6.3
School population	578,000	824,000	1,201,000	1,766,500
Percentage of the population with 13 years or more of formal schooling	9	11.4	18.7	33.6

mortality rate which was still high in India.

Dr. Urmilaben Patel, MP and Vice-President, Asian Forum of Parliamentarians for Population and Development suggested the setting up of a World Food Bank to provide timely, adequate food to nations that were deficient in food requirement, either temporarily or chronically. It was the turn of parliamentarians to convince their governments about the need and feasibility of such an arrangement. ■

Literacy for the girl child

Despite notable efforts by countries around the globe to ensure the right to education for all, the harsh reality is that there are more than 100 million children, including at least 60 million girls, with no access to primary schooling. Universalizing primary education particularly for girls has

therefore now been accepted by many governments in the Asia-Pacific region as a major objective as very often it is found that, while policies for girls' education do exist, access to education for most girls remains elusive.

At a three-day national workshop for youth workers on the "Promotion of Primary Education amongst the Girls", organized by the Vishwa Yuvak Kendra with the support of Department of Education, Ministry of Human Resource Development on January 27-29, 1998, attempts were made to find possible solutions for achieving the goals of ensuring primary education to girls despite all odds. The workshop focussed upon the obstacles after ascertaining the present status of girls' education, complimentary roles played by the formal and non-formal systems of education, Government/NGO efforts, mobilizing the parents/communities, etc. ■

International Conference on Reproductive Health

A five-day International Conference on Reproductive Health was organised by the Indian Society for the Study of Reproduction and Fertility, Mumbai in collaboration with UNDP/UNFPA/WHO/World Bank Special Programme of Research, Development and Research Training in Human Reproduction in Mumbai on March 15-19, 1998.

The Conference was inaugurated by Dr.(Mrs.) Banoo J. Coyaji, Chairperson K.E.M. Hospital Research Society, Pune on 15th March 1998 at the Homi Bhabha Auditorium, Tate Institute of Fundamental Research, Mumbai. The scientific sessions including plenary sessions, simultaneous symposia and panel discussions were held.

Various aspects of service delivery and research in reproductive health were discussed and included a sharing of country experiences. ■

China Adopts New Population Policy

China, the world's most populated nation, has adopted a new blueprint for population control, making family planning its most fundamental policy. The blueprint for the next 50 years endorsed by the government states that China's total population should not exceed 1.3 billion by 2000; kept below 1.4 billion till 2010; and the population growth rate should decrease further by the year 2021.

According to the official 'China Daily' newspaper, the new policy embodies China's ambition to rein in population growth in line with sustained social and economic development. (The Times of India, 26th March 1998). ■

Reproductive and Child Health, Population and Health Indicators Achievements and Goals

Indicator	Past levels/achvt.	Current level
Infant Mortality Rate	146 (1951-1961)	72 (1996)
Crude Death Rate	25.1 (1951)	8.9 (1996)
Maternal Mortality Rate	NA	4.37 (1992-93)*
Total Fertility Rate	6.1 (1951)	3.5 (1993)
Life Expectancy at Birth		
(years) :		
Male	37.1 (1951)	61.5 (1996)
Female	36.1 (1951)	62.1 (1996)
Crude Birth Rate	40.8 (1951)	27.4 (1996)
Effective Couple Protection Rate	10.4 (1970-71)	46.5 (1996)
Immunization status		
(% coverage)		
TT (for pregnant women)	40 (1985-86)	76.73 (1996)
Infant (BCG)	29 (1985-86)	93.12 (1996)
Measles	44 (1987-88)	78.91 (1996)

* National Family Health Survey 1992-93

Source : Department of Family Welfare,
Ministry of Health & Family Welfare,
Government of India

Reproductive and Child Health (RCH) has been underlined by the International Conference on Population and Development held in Cairo in 1994 as "People have the ability to reproduce and regulate their fertility, women are able to go through pregnancy and child birth safely, the outcome of pregnancies is successful in terms of maternal and infant survival and well being and couples are able to have sexual relations free of fear of pregnancy and of contracting diseases".



DOCUMENTS

UNESCO Principal Regional Office for Asia and the Pacific. **Improving Education in Disadvantaged Contexts : The Joint Innovative Project in China.** Bangkok, UNESCO Principal Regional Office for Asia and the Pacific, 1996, p 89, Rs.210.

This document provides a detailed report on the Joint Innovative Project on Primary Education in China from two different perspectives : that of Mr. Zhang Tiedao, who has been closely involved with the implementation of the project at the grassroot level.

In addition to providing a case study of a successful innovative education project, which has sought to raise the achievement levels of disadvantaged groups in rural areas of China, the report also provides useful insights into effective strategies for strengthening and upgrading rural education.

UNESCO Principal Regional Office for Asia and the Pacific. **Directory of Institutions on Literacy, Basic and Continuing Education.** Bangkok, UNESCO Principal Regional Office for Asia and the Pacific, 1997, p 67, Rs.210.

The directory covers sixty-six institutions in eighteen countries as identified by the respective Member States of UNESCO. Data contained are current as of November 1997.

The institutions and agencies

covered are active in literacy, basic education and continuing education in the region.

The countries covered are Bangladesh, Bhutan, India, Iran, Kiribati, Malaysia, Maldives, Nepal, Pakistan, Philippines, Samoa, Sri Lanka, Thailand, Turkey, Vietnam, Indonesia, Lao People's Democratic Republic and New Zealand.

Krishna Reddy, M.M. **Marriage Population and Society : Demographic Perspectives of a Social Institution.** New Delhi, Kanishka Publishers, 1998, p 228, Rs.425.

This book is divided into nine chapters. The first chapter gives the interrelationship of marriage with different socio-economic and demographic characteristics in the society and Indian society in particular.

The second chapter explains in detail the Hindu and Muslim marriage systems and their philosophies in India. The third chapter refers to universality of marriage system in India. The fourth chapter gives the different types of marriages and marriage unions as they have been existed from the ancient period.

The fifth chapter deals with something on consanguineous marriages in the country.

The sixth chapter refers to the area of modern marriages in Indian society and their influence on demographic transition or behaviour in the present context.

The seventh chapter dwells at length the age at marriage in India. It

identifies the various determining factors such as socio-economic differences, regional variations, the demographic and family planning consequences of age at marriage in India.

The eighth chapter is relating to age at marriage in Andhra Pradesh.

The last chapter explains the important findings of each and every chapter of the book and includes the policy implications of these findings wherever they are applicable.

Venkataiah, N. Ed. **Value Education.** New Delhi, APH Publishing Corporation, 1998, p 256, Rs.600.

This volume comprises a total of nineteen selected papers in Value Education. The papers deal with concepts of value, value education, moral education, religious education; different aspects of value education in the past and present; the need for value education; present status and trends in value education, methods of inculcating values, methodologies for developing value education programmes, strategies for action; value education in schools and higher education, teacher education, research and resources in value education.

Chinapah, Vinayagum. **Handbook on Monitoring Learning Achievement : Towards Capacity Building.** Paris, United Nations Educational Scientific Cultural Organisation, 1997, p 150, Rs.793.

The handbook is divided into six sections. In the first section, the ground work for the launching of the

Monitoring Project is presented in the form of its mandate, organizational structure, conceptual framework and coverage.

In the second section, the Implementation Strategies designed for the Monitoring Project are presented and discussed in view of the experiences from the first group of countries (China, Jordan, Mali, Mauritius and Morocco).

The third section, under National Instruments the concept of basic learning competencies (BLCs) and learning environments are described.

In the fourth section some examples of how to design and implement a step-by-step strategy for Data Processing and Analysis are presented.

The fifth section on Findings and Implications for Policy-Making examines the results of the survey undertaken in the first group of countries.

In the sixth section lessons learnt from the first group of countries, a critical appraisal of the experience of the Monitoring Project is made. It offers guidelines to other countries on how to develop and implement their own project and how to report and to disseminate the lessons learnt to both national and international audiences.

Anderson, Mary B. and Woodrow, Peter J. **Rising from the Ashes : Development Strategies in Times of Disaster**. Paris, UNESCO, 1989, p 338, Rs.1124.

This book is divided into two parts. Part I presents the lessons

learned and guidelines derived from the thirty case histories and through discussions and meetings with the NGOs which participated in the process. Part II presents eleven of the cases themselves, selected to represent the breadth of NGO experience in disaster relief.

Within Part I, the first chapter describes the purpose of the book and the present a framework for analysis which provides a "map" for understanding and analyzing the project histories. It sets forth the tool of capacities and vulnerabilities analysis by which it is possible to predict before the fact, or assess after the fact, the extent to which relief and development projects actually support or subvert development.

Chapters 2-7 examine a series of decisions and choices in disaster relief programming. These chapters present and discuss the set of issues that came up repeatedly in the NGO experiences, identifying pressures and dilemmas confronting NGOs, summarizing the "lessons learned" from the thirty case histories, and presenting a set of principles of criteria for judging and handling these issues in future projects.

Within Part II three sets of cases have been given. The first set examines projects which provided relief, but in an innovative and developmental manner. The second set of cases involves situations where ongoing agency development work was interrupted by a disaster, causing the agency to change to relief work. The final four cases illustrate creative approaches to work with refugees or displaced people.

SHIVAJI UNIVERSITY, KOLHAPUR Admission Notice

Candidates desirous of taking admission to the following courses should apply to the Registrar, Shivaji University, Kolhapur in the prescribed form on or before 15th Sept., 1998. Application forms alongwith prospectus can be had from The General Manager, Shivaji University Central Co-op. Consumers Stores Ltd. C/o Shivaji University, Vidyanagar, Kolhapur-4 in person or by sending necessary amount by D.D./I.P.O./M.O. (Dip. in Adult Edn. Rs.20/- & Dip. in Pop. Edn. Rs.20/-).

Courses:

Correspondence Cum Contact Course one year in :

1. Diploma Course in Adult Education
2. Diploma Course in Population Education.

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

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

Vidyanagar
Kolhapur - 416 004
Date : July, 1998

Dr. B.P. SABALE
REGISTRAR

ROLE OF EDUCATION AND TRAINING IN NATURAL DISASTER MANAGEMENT

Report of the National Workshop

Prof. AW Khan, Vice-Chancellor, Indira Gandhi National Open University (IGNOU) said in New Delhi on August 11, 1998 that the objectives of Education and Training in Natural Disaster Management (NDM) were to prevent avoidable loss of life and property, minimise human suffering and expedite recovery and rehabilitation. Reaching out to the people in the remotest corners of the country should be the most critical goal of disaster management programmes, he said.

Prof. Khan was delivering the inaugural address of the two day National Workshop on the Role of Education and Training in Natural Disaster Management. The workshop was organised by the Indian Adult Education Association in cooperation and support from the Department of Agriculture and Cooperation, Ministry of Agriculture, Government of India. He said that Non-governmental organisations (NGOs) should help in educating the public to understand the benefits of long term mitigation specially in relation to national development and preservation of the

environment. The NGOs, he said, were the most effective alternative means of achieving an efficient communication link between the disaster management activities and the affected community.

Prof. Khan said that education and training should not be confined in urban areas only. He felt that very few training programmes were

conducted in semi-urban and rural areas. It should cover all sections of the society, he stressed. Training, he said, should be a continuous, comprehensible and systematic process.

He asked the media to play a constructive role in NDM. The aim should be to give due weightage to the need for specialized know-how in the area of disaster management and presentation of accurate and useful information in the event of disaster.

Shri Anil Sinha, Joint Secretary and Additional Relief Commissioner,



Prof. AW Khan, Vice-Chancellor, IGNOU delivering the inaugural address. Sitting on the dais (LR) are Shri KC Choudhary, General Secretary, IAEA, Prof. BS. Garg, President, IAEA, Shri Anil Sinha, Joint Secretary, Ministry of Agriculture and Shri JL Sachdeva, Director, IAEA

Ministry of Agriculture in his key-note address said that disaster and development go together. This, he said, were two sides of the same coin. He said that in any development programme disaster preparedness and mitigation should be an in-built component.

Shri Sinha said that NGOs were quite close to the people and should play complementary and supplementary role in the Natural Disaster Management. Disaster, he said, effects all sections of the society.

It did not discriminate among the people, but still poorest of the poor which include small, marginal farmers and illiterates were the worst affected. Prevention, mitigation and preparedness should be the ultimate goal of education and training in Natural Disaster Management, he concluded.

Prof. BS Garg, President, Indian Adult Education Association in his presidential address said that research and development institutions should be established to undertake studies, investigation and research to understand the various phenomena of occurrence of natural disaster. He said that NDM should also be included in the school curricula so that children

could understand at an early age the prevention and mitigation of disasters.

Prof. Garg said that NDM should also be included in the primers for the non-literates and in the booklet for neo-literates. He said that the community should take upon itself the prevention and mitigation of natural disasters and should not be entirely dependent on Government for mitigation and relief work.

Earlier, Shri KC Choudhary, General Secretary, Indian Adult Education Association in his welcome

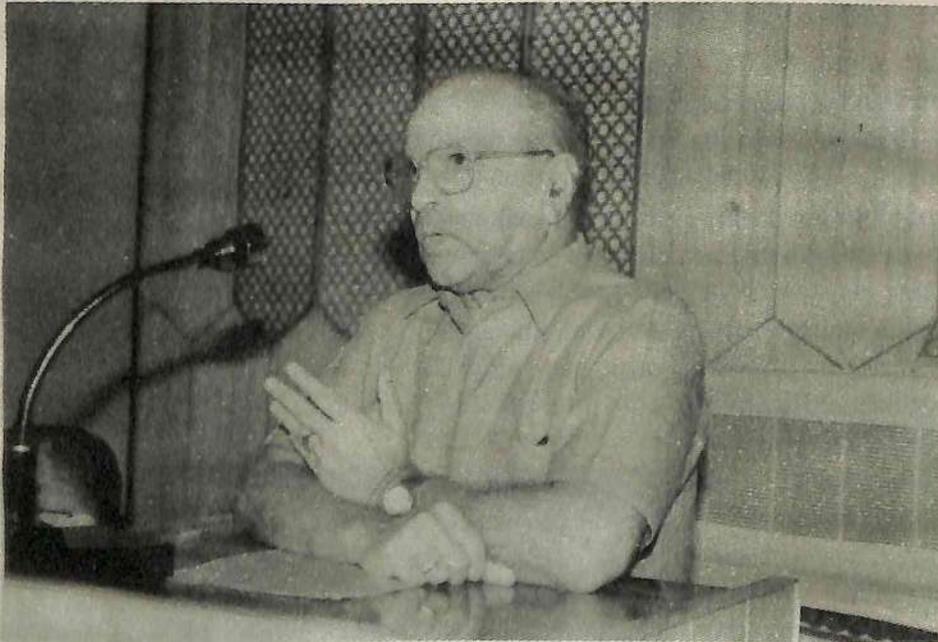
- presented in the technical sessions:
- a) Natural Disaster Management : An Overview
 - b) Role of NGOs in Management of Natural Disasters
 - c) Role of Education and Training in Natural Disaster Management
 - d) Role of Adult Education in Creating Awareness about Natural Disaster Management
 - e) Role of Media in Creating Public Awareness about NDM.

The Resource Persons were

Prof. VK Sharma and Prof. JN Upadhyay from the Indian Institute of Public Administration (IIPA), New Delhi; Dr. N Vinod Chandra Menon, YASHDA, Pune; Prof. BB Mohanty, International Consultant,

Education and Communication, Angul, Orissa; and Shri JL Sachdeva, IAEA.

The delegates were divided in two groups to discuss Role of NGOs in Natural Disaster Management and the Role of Education particularly of Adult Education in NDM. The Chairmen of the groups were Prof. BB Mohanty and Dr. Anita Dighe.



Prof. BS Garg, President, IAEA delivering the Presidential Address

address said that awareness about the disaster management has to be aroused in both children and adults. He emphasized the need to prepare adult education material in simple language on disaster management.

Shri JL Sachdeva, Director, Indian Adult Education Association proposed a vote of thanks.

The following papers were

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

The National Workshop on "Role of Education and Training in Natural Disaster Management", held at New Delhi on 11-12 August 1998 under the auspices of the Indian Adult Education Association with the financial support of the Government of India in the Ministry of Agriculture (Department of Agriculture & Cooperation);

Realising the devastating effects of the natural disasters which strike India every now and then;

Considering the importance of managing the natural disasters with all the complexities inherent in them;

Remembering that in every natural disaster, the most vulnerable elements are the poor, the destitutes, the women and the children in society;

Appreciating the efforts of the Government organisations, non-government organisations (NGOs) and international agencies in the International Decade for Natural Disaster Reduction (IDNDR);

Considering the valuable

deliberations and discussions arising out of learned presentations in the various sessions;

Taking into account the reports of the two Groups which discussed the topics of "Role of NGOs in Disaster Management" and "Role of Education particularly of adult education in Disaster Management" respectively; Recommends that:

1. Natural Disaster Management must form an integral part of formal, non-formal and adult education programmes.



The group discussing the sub-theme of the Workshop

2. Natural Disaster Management should be introduced as an activity based programme and not as a scholastic one.
3. Modules generated in disaster management may be used in the pre-service and in-service training programmes of the DIET.
4. At the college level it can be incorporated in the course content

of the Diploma Course in Environment Education.

5. Existing agencies like the DAE, SRC, leading voluntary agencies and university departments may develop material related to disaster management.
6. The NGOs should work hand in hand with Government Departments in disaster preparedness, mitigation programme, relief and rehabilitation.
7. As the

NGOs are very close to the community, they are in a better position in giving disaster information, training and education to prepare a well prepared community.

8. The NGOs can strengthen the most vulnerable groups of the

society like women and children, by empowering them.

9. The NGOs can play a very important role in warning dissemination, by involving new means of communication.
10. The NGOs can be trained in specific skills like search and rescue, first aid, and in providing temporary rehabilitation. ■

UNESCO International Literacy Prizes

Laureates from Chad, Uruguay, Egypt, France and Bangladesh will receive UNESCO's 1998 International Literacy Prizes chosen by the jury which recently met in Paris from among thirty-two nominations from all over the world.

The \$15,000 **International Reading Association Literacy Award** (created in 1979) will be presented to the Directorate of Literacy and Promotion of National Languages (DAPLAN) in Chad, for its efforts to complement the traditional education system giving access to education to all social groups, its mass campaign for functional literacy, and its combined use of the national languages and official languages (Arabic and French). Honourable Mentions go to the programme *Educacion para todos en la escuela morazanica* (Educatodos), which gives a second chance to youths who have missed formal schooling in ten departments in Honduras, and to the *Lanka Jathika Sarvodaya Shramadana Sangamaya* (LJSSS) in Sri Lanka, which in addition to non-formal basic education, provides education in nutrition to villagers, particularly to women during pregnancy and breast feeding.

The \$15,000 **Noma Literacy Prize** (created in 1980) this year recognises the *El Abrojo Institute for People's Education* in Uruguay, an open literacy project for mothers and children at home in extremely poor communities. Honourable

Mentions cite the National Literacy Service (SNA) which co-ordinates all literacy activities in Burundi, and the *General Presidency for Girls' Education* in Saudi Arabia, for encouraging women to pursue their schooling and for operating classes in women's prisons.

The two **King Sejong Literacy Prizes** (created in 1989, for \$15,000 each) go to the *General Authority for Literacy and Adult Education* (GALAE) of Egypt, a national organisation combining initiatives for literacy and for professional training, and to the *Groupe permanent de lutte contre l'illettrisme* (GPLI), a French interministerial body which responsible for national policy, co-ordinates and encourages literacy initiatives. Honourable Mentions are given to the *Adult Literacy and Basic Education Programme* (PAEBA) in El Salvador, which conducted a nation-wide adult education programme and initiated a radical reform of adult education approaches, strategies and structures; and to the *Continuing Literacy Groups* project of the *Literacy Movement Organization* of Iran, for its creation of permanent literacy groups which reinforce reading and writing skills of literate persons so as to prevent their relapse into illiteracy.

The \$15,000 **Malcolm Adiseshiah Literacy Prize**, awarded for the first time this year, will be received by the Primary and Mass Education Division of Bangladesh for establishing a country-wide structure to implement literacy and establishing special centres for women and girls in

rural areas. *The Teachers' Guild* of Syria and the *Functional Adult Literacy Programme* of Uganda's Ministry of Gender and Community Development are given Honourable Mentions, the Teacher's Guild for its support of teacher training and the Ugandan programme for its development of learning materials in local languages and its emphasis on literacy for women and girls. ■

By 2050 India will overtake China: UN report

India is rapidly climbing the population ladder and with a higher birth rate it would overtake the most populous country China by 2050, UN Population Fund (UNFPA) said in its latest report.

World population, which was three billion in 1960, will pass six billion mark next year and its size in the next decade will depend on the policies and efforts of the developing countries like India, which contribute 90 per cent of its current growth, Dr. Wasim Zaman, UNFPA representative, said in his statement recently.

Approximately 80 million people are being added to the world population each year and India contributes about one-fifth of that growth. ■

Corrigendum

In the July Newsletter under the head "IAEA Establishes Branches" Shri Mokhtarul Haque has been inadvertently mentioned as Vice-Chairman of Bihar Branch while he has been elected as Treasurer. Dr. R Isri has been elected as Vice-President. The error is regretted.

UEE and EFA Goal Still Elusive

Ever since Independence, the universalisation of basic education has been an important public concern in India. The Indian Constitution, Five Year Plan documents, the National Policy on Education (NPE, 1986) and other policy pronouncements have recognised the potential contribution of a literate population to nation building. They have also emphasised on identifying the ways and means of improving access to education so that the objective of achieving Universal Elementary Education (UEE) becomes a reality sooner rather than later.

The development literature of the past three decades has also come up with conclusive evidence to prove that education leads to high productivity, low population growth, lower infant or child mortality and better health and that the socio-economic returns in primary or elementary education are better than those of higher education.

All this has led the Government to expand access to education through enhanced allocation of resources and through the use of complementary instruments like the Total Literacy Campaign (TLC), Early Childhood Care and Education (ECCE), Non-Formal Education and the like. In the formal set-up too, attempts have been made to improve the enrolment and retention of children through provision of various incentives, like, establishing schools within or near habitations, improving school infrastructure and supply of free uniforms, text books, mid-day meals and fellowships. All these schemes have had a positive impact on literacy, enrolment and retention.

However, the performance of the existing strategies is far from satisfactory

and India is nowhere near the goal of UEE or Education for All (EFA) adopted in the Jomtein Global Conference on Basic Education (1990).

While India sought to achieve UEE by 1960, at the close of the 20th century, a little less than half of our population and more than 60 per cent of our female population is illiterate. Though about 80 per cent of the elementary school age children enrol themselves in school, nearly 60 per cent of them drop out before completing eight years of education. Both non-enrolment and drop-out rates are higher for girls than boys.

Since the strategy followed so far to improve access to education has not yielded the desired results, it is time for introspection and diagnostic analysis to derive lessons for the future. In fact, the government is periodically evaluating various schemes aimed at achieving universal access to education to make mid-course corrections in their design and implementation.

However, because of systemic weaknesses, elementary education has not received the financial allocation it deserves. Also, the desired follow-up action appears not to have been taken on the findings of diagnostic studies. Instead of improving the performance of the existing programmes of elementary education, the general approach seems to be to formulate new schemes to improve literacy in the country. This does not imply that the new schemes do not serve any specific purpose. But, it has been noticed that some policy instruments are not adequately focused on specific target groups.

The steps to be taken for improving access to education and for

the realisation of the goal of UEE are; the expansion of school infrastructures, improvement in the quality of supply of school facilities, an increase in the proportion of female teachers and girls schools and measures that would reduce the cost of education for the poor.

There is nothing new in this prescription. However, the resource requirements for the desired changes are colossal, as a World Bank study on primary education in India reveals.

While there is no second opinion about the desirability of raising public expenditure on education, it is unlikely that in the near future India will be in a position to raise education expenditure to the GDP ratio from the current level of about 3.5 per cent to 6 per cent as intended in policy pronouncements.

A more feasible option in this regard is to achieve the desired ratio over a period of time and in a planned manner. This is necessary, as the system does not have the capacity to absorb the abrupt rise in expenditure and make efficient use of additional resources.

It may, however, be noted that increasing financial allocation is merely a necessity but not a sufficient condition for improving access to education. Other steps like the flexibility in the functioning of schools, strengthening monitoring and supervision systems, enforcing accountability, changing curricula and the generation of awareness among illiterate and poor parents are also required to ensure efficient use of resources and better outcomes.

It has been established in several micro studies that changes in school timings and the quality of school management have a significant impact on the enrolment and retention of children. The tendency to multiply programmes in any specific area of concern (as in the

case of girl children) must be checked to reduce administrative expenditure and raise effective expenses for improving one or two major programmes. The 73rd and 74th Amendments of the Constitution have opened up new opportunities for decentralised management and improving primary/ elementary education.

However, there is need for exercising caution in delineating the role of panchayati raj institutions (PRIs) in literacy programmes. Their involvement should be designed to improve the responses to public policies and programmes. The PRIs can certainly play an effective role in the mobilisation of resources and thereby reduce the supply gaps in delivery of education.

They can also mobilise local communities to participate in school education through the generation of awareness to monitor the functioning of schools and ensure the accountability of teachers.

For the majority of rural people, school education will be attractive if what is being taught in school relates to their immediate needs, as all of them do not opt for and cannot afford higher education.

The interaction between the PRIs and the education bureaucracy can help redesign school curricula. Such interactions will also provoke planners and policy makers towards a better understanding of the goals of UEE. For a large section of our people "literacy, numeracy and awareness" should form the basis of elementary education. Non-formal education, which has been introduced on a large scale, can be an effective tool in such a situation and the responsibility of managing NFE can be easily left with the PRIs.

-The writer is an advisor to the Planning Commission

SRC Jamia Starts a Literacy Home

An Effort in Life Long Education

The State Resource Centre, Jamia Millia Islamia, New Delhi has established a Literacy Home in collaboration with Rotary Club of Delhi South and Bab-ul-Ilm Educational Society at Noor Nagar. The Home was inaugurated by Dr. Harsh Vardhan, Hon'ble Minister of Health and Education, Government of Delhi on July 12, 1998. He dedicated the project to the community. The Literacy Home comprises of books, computers, toy bank, basic education material and sewing machines. The main objectives of the Centre are as follows:

- Providing facilities for retention of literacy skills and continuing education to enable the learners to continue their learning beyond basic literacy.
- Creating scope for application of functional literacy for improvement of living condition and quality of life.
- Providing library facility and reading room for educated youth and children for creating an environment conducive for literacy and a learning society.
- Organising literacy classes to impart functional literacy.
- Disseminating information on development programmes.
- Creating awareness about national concerns such as national integration, conservation and improvement of environment, women's equality, health, etc.

- Improving economic conditions and general well being as well as improvement of productivity by organising short-term training programmes, orientation courses for providing vocational skills and taking up linkage activities for establishing direct linkage between continuing education and development activities.
- Organisation of recreational activities with effective community participation.

Beneficiaries of the Learning Centre include:

- Educated People
- Neo-literates
- School dropouts
- Illiterates
- All other members of the community.

A committee of representatives of Rotary Club, State Resource Centre, JMI, Bab-ul-Ilm Educational Society and Boys Sr. Sec. School, Noor Nagar has been formed to oversee the functioning of the Home. ■

BCAESD Shifts to a New Place

The Bombay Council of Adult Education and Social Development (BCAESD) has shifted to Anuyog Vidyalay, Jawahar Nagar, Opp. Khar Railway Station (E), Khar, Mumbai - 400 051.

Shri Suresh Prabhu, Minister for Environment and Forest is the President and Dr. JM Gadekar is Hony. General Secretary and Director of BCAESD. ■



LITERACY AWARDS FOR MAHASWETA DEVI AND DP PATTANAYAK

Ms Mahasweta Devi and Dr. DP Pattanayak have been selected for the 1998 Tagore and Nehru Literacy Awards respectively.



Ms Mahasweta
Devi

The Awards instituted by the **Indian Adult Education Association** are announced every year on September 8, International Literacy Day.

Ms Mahasweta Devi, eminent writer and Working President of Paschim Banga Kheria Sabar Kalyan Samiti, Dist. Purulia, West Bengal is the 12th recipient of Tagore Literacy Award for outstanding contribution in promoting literacy among tribal women. She has written a series of books for neo-literates titled "Anand Path".

Jnanpith and Magsaysay awards winner Padmashri Mahasweta Devi has adopted an integrated approach for the upliftment of Kheria Sabars linking literacy with health, and science and technology. She has opened one school in each Sabar and has donated all prize money of 64

lakhs from Magsaysay Award for the upliftment of Kheria Sabars.

Alongwith education and literacy, Ms. Mahasweta Devi is encouraging Sabar Handicrafts which is providing sustenance to over 500 tribal families.

Dr. DP Pattanayak, educationist, linguist and former Director of the Central Institute of Indian Languages (CIIL), Mysore has been awarded the 32nd Nehru Literacy Award for his pioneering role in promoting literacy among the non-literates and the neo-literates.

He has prepared material for neo-literates particularly for the North-East. Padmashree Dr. Pattanayak prepared the "Literacy Atlas of India" which was dedicated to the adult education programme of the country by Shri Morarji Desai.

Dr. Pattanayak gave script to 35 unwritten languages in the country and worked extensively on evaluation of literacy and post-literacy materials.



Dr. DP Pattanayak

All India Adult Education Conference Bangalore, Dec. 21-23, 1998

The Indian Adult Education Association in collaboration with Bangalore University will be organising its 48th All India Adult Education Conference in Bangalore (Karnataka) on December 21-23, 1998.

The theme is "Adult Education in the Perspective of Learning Throughout Life."

The Zakir Husain Memorial Lecture will be delivered during the Conference.

The contact person in Bangalore is Prof. M Khajapeer, Chairman, PG Deptt. of Education, Bangalore University, Jnana Bharathi, Bangalore-560056.

Those desirous of attending the Conference should send delegation fee of Rs.150/ to the General Secretary, Indian Adult Education Association, 17-B, I.P. Estate, New Delhi - 110 002 on or before November 20, 1998.

Fax : No. 3355306.

Most illiterates in India : FICCI report

The facts speak for themselves. One out of every two Indians is an illiterate, constituting the largest percentage of any country. About 40 per cent of men and 60 per cent of women above 15 year's of age are illiterate, posing a serious threat to the socio-economic development of the country, according to a Federation of Indian Chambers of Commerce and Industry (FICCI) report. At least 40 per cent of the population does not meet the minimum calorific value levels needed for sustaining life. The figure could be higher, at 50 to 60 per cent, if poverty was defined in less conservative terms, as being without access to and control over basic productive resources needed for a dignified life, the report adds.

A large part of the populace remains cut-off from the mainstream of development, despite spread of democratic institutions and increased opportunities for education since Independence, the report said. This was despite the fact that the number of teachers had increased five-fold and number of schools and missions for universalisation of primary education and adult literacy three-fold, it said.

The FICCI report regretted that the country had the largest illiterate population of 424 million in the world. It said the goal of universal basic education remained elusive, though the directive principle stipulated free and compulsory education to all children till the age of 14. Nearly 35

million children still remain out of schools.

However, this did not imply that there was no progress in the field of literacy. The adult literacy rate nearly trebled to 52 per cent in 1991 from 18 per cent in 1951. In the case of female literacy, the figure had increased to 43 per cent in 1991 from 9 per cent in 1951-52. The gender gap had been closing with female literacy increasing faster than male literacy. The report, quoting official sources, indicated that enrolment at the primary level has risen considerably. The difficulty lies in the task of providing universal elementary education, since the country spends less than 4 per cent of its GNP on education. ■

Seminar on Networking of Universities and NGOs in TLC, PL & CE

A Seminar on networking of universities and NGOs for TLC, PL & CE was organised by the Centre for Continuing, Adult Education and Extension, Aligarh Muslim University at Aligarh on April 21-23, 1998. Inaugurating the seminar, Dr. Mehmood-ur-Rehman, Vice-Chancellor of the University said that mere imparting of 3 R's should not be the goal of literacy education. He stressed the need for commitment and attitudinal change of the volunteers in the Adult Education programme. He appreciated the efforts made by the NGOs in imparting literacy education.

Dr. Hemlata Swaroop, former Vice-Chancellor, University of Kanpur

in her presidential address emphasized the need to provide continuing education as the knowledge was expanding at a very fast rate. Shri Raza Imam, former Director of the Centre spoke on the role of NGOs in the environment building. 35 delegates from universities and NGOs participated.

The seminar discussed the following sub-themes of the Seminar:

- i) Review of total literacy campaigns in UP
- ii) Post-literacy and Continuing Education
- iii) Networking

The seminar recommended that TLC, PL & CE can be organised effectively by the efforts of the Universities and the NGOs. It felt that resources of the universities and experience of NGOs will accelerate the process of social transformation.

The valedictory function was presided over by Prof. H.A.S. Jafri, Registrar, AMU. Mah Seema Masood, Director, Centre of Adult, Continuing Education and Extension and convener of the Seminar presented the report of the seminar and also proposed a vote of thanks.

It was resolved to form a network of universities and NGOs to chalk out an alternative strategy for elimination of illiteracy. The network will adopt selected areas of U.P. to develop an effective model based on cooperation of universities, NGOs and the community. ■

Need to bridge knowledge gap stressed

The World Bank in its world development report for 1998-99 has called upon the developing countries to evolve a national strategy to narrow knowledge gaps which separate them from rich countries. The report, titled *Knowledge For Development*, considers a number of steps that governments can take to facilitate the acquisition, absorption and communication of knowledge.

The report argues that despite the shortage of capital which is crucial to growth, countries should look at development from the perspective of knowledge. The report has been released recently worldwide.

It says, for developing countries, acquiring knowledge involves two complementary steps; obtaining knowledge by opening up to knowledge from abroad and creating knowledge not readily available elsewhere. It says the three key means of facilitating the acquisition of knowledge from abroad are an open trading regime, foreign investment and technology licensing. **Furthermore, the developing countries must invest to create life long educational opportunities for its people, maintain openness to the world, and dismantle barriers to competition in the telecommunication sector.**

However, on the issue of intellectual property rights (IPRs) which might put the developing

countries at a disadvantageous position, the report says they (developing countries) should participate actively in continuing international negotiations on these issues to express their concerns that tighter IPRs shift bargaining power towards the producers of knowledge and increase the gap by slowing the rate of adaptation.

The report recommends that governments, multilateral institutions, non-governmental organisations and the private sector must work together to strengthen the mechanism needed to resolve information problem. It says that with communications costs plummeting, transferring knowledge is becoming cheaper and cheaper. Given these advantages, it says the stage appears to be set for a rapid narrowing of knowledge gaps and a surge in economic growth and human well-being.

The report attributes information deficiencies as being responsible for the financial crisis that has swept many east Asian countries. The information gap amplified crisis in asset markets. Company accounts in many of these economies were not transparent. Official supervision lacked sufficient information on the condition of banks balance sheets.

The report considers two sorts of knowledge, technical knowledge (for example about farming, health or accounting) and knowledge about attributes (the quality of a product, the credibility of a borrower or the

diligence of a worker), are important to improve the quality of life.

The report highlights how the global explosion of knowledge now underway may lift hundreds of millions of poor out of poverty or it may create a widening knowledge gap, in which poor countries would lag further and further behind. The globalisation of trade, finance and information flows may be making it easier in principle to narrow knowledge gaps between countries, but the accelerating pace of change in the industrial countries means in many cases a widening gap in practice.

But the rapid growth of knowledge is also raising the danger that the poorest countries and communities will fall behind more rapidly than ever before, writes World Bank President James D Wolfensohn in the foreword to the report. He further writes, "In our enthusiasm for the information super highway we must not forget the villages and slums without telephones, electricity or safe drinking water, the primary schools without pencils, paper or books." "For the poor, the promise of the new information age - knowledge for all - can seem as remote as a distant star," he notes. ■

UGC Emeritus Fellowship

Dr. (Smt.) Rajkumari Chandrasekhar, former Professor and Head, Department of Adult and Continuing Education, Madras University has been awarded UGC Emeritus Fellowship for a period of two years. ■

Population must be stabilised

Unless the incessantly ticking population is stabilised, Indian society is bound to be destroyed by its own fecundity, threatening our very existence as a viable nation, the Railway Minister, Mr. Nitish Kumar has said.

Presenting the Sulabh Habitat Award - 1998 to the Delhi Joint Commissioner of Police (Southern Range), Mr. Amod Kant, as part of World Habitat Day celebrations of Sulabh International Social Service Organisation, Mr. Nitish Kumar advocated stringent measures to check the burgeoning population, even if it meant bringing legislation.

Speaking on the theme "Safer Cities", Mr. Kumar said that efforts must be made to improve health, civic and education facilities in the villages.

The former Lt. Governor of Delhi, Mr. Tejendra Khanna, noted that for a safer habitat, voluntary compliance by all citizens with the law was the answer. He regretted that a massive amount of public money was being squandered and never reached the people it was meant for. "We must think of setting up satellite towns to take the pressure off the big cities," Mr. Khanna said noting that no restriction could be put on the influx.

Environmental degradation was another area where rather than looking at the authorities the citizens themselves must do what they can to check the mounting pollution, he added.

Mr. Amod Kant, General Secretary, Prayas (an NGO) accepting

the award, spoke of India's 80 million street children, calling them "gallant survivors whose only fault is being born". He felt that the Government resistance to allow any privatisation in the social sector was one of the obstacles in wiping out the menace, and said it was not lack of funds but the mindset of bureaucracy that needed a change.

The former Governor of Jammu and Kashmir, Mr. Jag Mohan, said, "all our problems of implementation are because we are rearing a culture of superficiality, shallowness and selfishness." Unless the Indian mind, social structure and politics were changed the problems would remain, he added. ■

Women's education 'more important'

Education of women is more necessary and important than that of men, as woman is the trainer of the child from its infancy," Mrs. Janak Palta McGilligan, Director of Baha'i Vocational Institute for Rural Women, Indore, stated in New Delhi on September 3, 1998. Speaking at a workshop on "Literacy : The Key to the Transformation of the Individual and Society," organised by Baha'i Office for the Advancement of Women Ms. McGilligan stated that despite all the plans and higher budgets in the name of female literacy, women have not been able to make much progress. "This is the main challenge for us. Attainment of female literacy even equal to the average is a big challenge for all of us," she stated.

Inaugurating the workshop, Prof. CJ Daswani, Education Specialist, UNESCO, stated that the aim of all literacy programmes should be change in behaviour and attitudes of the people.

"Literacy is concerned with making of and participation in the literate culture at individual, local and national levels. Literacy and democratic participation are mutually reinforcing enabling persons and communities to have influence over the decisions that affect their lives," he stated.

Giving examples of literacy programmes that were introduced among the fishing community of Orissa in 1962, Prof. Daswani stated that "community-level enforcement of literacy was linked to local fishing rights which has had a very positive impact over the years".

Smt. Kusum Vir, Deputy Director, Directorate of Adult Education, Government of India underlined the achievements of National Literacy Mission since its inception in 1988.

There was also a video show "visionaries" which introduced the ongoing literacy project conducted by PACT in Nepal. ■

Nothing is good or bad, but thinking makes it so

- Shakespeare

Literacy a Powerful Instrument of Change : Krishan Kant

The Vice-President, Mr. Krishan Kant, reiterated India's commitment to the ongoing literacy effort, stressing that the country must always remember the risks in building models which have no space for accelerated growth of literacy.

Speaking at a function coinciding with the 32nd International Literacy Day celebrations in New Delhi on September 8, Mr. Krishan Kant, referring to Prof. Amartya Sen's repeated warning that India cannot progress even if it builds a hundred Bangalores unless it addresses, determinedly and purposefully, the question of literacy along with the problems of health care, land reforms and nutrition -- admitted that "literacy has remained one of our enduring problems".

"It is a paradox that the more we try to modernise, the more we are confronted with the ancient problems, unresolved even in the present times," Mr. Krishan Kant said. "It is not as if we were never sufficiently conscious of the pre-eminent role literacy has for our national development but other concerns for rapid development overtook the need to spread literacy."

The Vice-President said the question in India today was not whether we could afford to spend large resources on literacy, but whether we could afford not to. In the recent past, India had witnessed some of the most sustained and powerful instruments for the empowerment of the underprivileged and the deprived. "Quite often, the consciousness

generated by such movements acknowledged the centrality of literacy as an instrument of change," he stated.

Our failure to attain mass education, Mr. Krishan Kant said, had been traditionally attributed to two factors. Firstly, the lack of resources required to keep pace with the exponential growth in population. And second, the traditional tendency among poor families either not to send their children to schools or to take them out of school early in order to use them as bread winners or, at least, as help at home or on farms.

Speaking on the occasion, the Prime Minister, Mr. Atal Behari Vajpayee, said that "a sustained mass movement alone can take India towards the goal of literacy in the shortest possible time".

"It (removal of illiteracy) demands the collective and co-ordinated participation of all sections -- governmental agencies, non-governmental organisations, religious and cultural establishments, student and youth organisations, the business community and the mass media," Mr. Vajpayee said.

Pointing out that literacy was the fundamental human right of every citizen and it also enabled them to make their full contribution to the nation's progress, Mr. Vajpayee hoped that "Literacy Day will not remain a mere ritual".

The Prime Minister said many of the Indian citizens might be non-literate, but they were by no means

devoid of education. "Our non-literate brethren among tribal, Dalit and OBC communities are repositories of amazing knowledge and practical skills acquired through tradition-based or occupation-based self learning," he stated.

The Union Minister for Human Resource Development, Dr. Murli Manohar Joshi, said that "a literacy programme can succeed only with people's participation." He complimented the National Literacy Mission for taking upon itself the stupendous task of spreading the lamp of knowledge and hoped that it would succeed in creating a new society alive and awake to its responsibilities.

Ms Uma Bharti, Union Minister of State for Human Resource Development, also asserted that the Government was committed to the eradication of illiteracy. Mr. MC Satyawadi, Additional Secretary in the Department of Education was present on the occasion.

Mr. Vajpayee, presented the Satyen Maitra memorial literacy awards 1997-98. The first prize was bagged by Roop Nagar district in Punjab while the second prize went to Bultera district in Madhya Pradesh. The third and fourth prizes went to Udaipur and Chittorgarh districts respectively in Rajasthan.

A special publication titled "A Decade of Literacy" was released on the occasion. Awards for the poster and essay competition on literacy were also presented to the winners by Mrs. Suman Kant, wife of the Vice-President. ■

International Literacy Day Celebrations in States

Gaya, Bihar

The Centre for Adult, Continuing Education and Extension, Magadh University and District Institute of Education and Training (DIET), Gaya jointly celebrated the International Literacy Day on September 8, 1998. The objective was to create awareness among the common masses about the need for Adult and Continuing Education.

Shri SA Moin, Principal, DIET welcomed the participants. Prof. PN Singh, Director, Centre for Adult and Continuing Education, Magadh University presided. Prof. Amin Ahmed was the Chief Guest and Dr. TH Khan of Jehanabad was Special Guest on the occasion. Shri AH Khan, Assistant Director of the Centre outlined the objectives of the International Literacy Day.

Literacy songs and cultural programmes were presented during the function. About two hundred participants attended the programme.

Warangal, Andhra Pradesh

The Warangal Adult Education Association celebrated the International Literacy Day on the 8th September. Elocution and essay competitions were conducted for teacher trainees of the District Institute of Education and Training on the significance of the day. Dr. K Jayashankar, former Vice-Chancellor, Kakatiya University and Prof. P Vidyavathi, Vice-Chancellor of the University participated in the meeting. Shri TV Subba Rao, President of the

Association presented the report of the Association and also spoke about the survey of the post-literacy programme in Telangana region. Mr. A Ravinder, Founder Secretary of the Association spoke on the significance of the day and also the literacy movement since 1871.

The Vice-Chancellor, Dr. P Vidyavathi gave away prizes to the winners of the competitions. In her address, she emphasised the need to break the culture of silence and to concentrate upon promoting literacy among women and weaker sections of the society.

Thiruvananthapuram, Kerala

The Centre for Adult Continuing Education & Extension (CACEE), University of Kerala organised a programme on the 8th September, 1998 at Kottarakkara, (Kollam Dist.) in collaboration with S.G. College.

Prof.(Dr.) V Jayaprakash, Controller of Examinations, University of Kerala in his inaugural address stressed the need for continuing education of women especially in rural areas.

Dr. V Reghu, Head, CACEE emphasised that higher education should play a meaningful role for the development of the community.

Prof. George, Principal, S.G. College highlighted the various programmes organised by the Colleges under the leadership of the University. Dr. P Gopinathan Pillai, Project Officer, CACEE outlined different activities organised by the University as a part of the extension activities. ■

Seminar on Environmental Education and Balanced Development

The Bombay Council of Adult Education and Social Development (BCAESD) organised a Seminar on environment education and balanced development in Mumbai on September 6, 1998. 42 delegates representing Universities, Colleges, Schools and NGOs from Maharashtra, Gujarat and Rajasthan attended.

Inaugurating the Seminar, Shri DB Karnik, former Editor of Maharashtra Times said that illiteracy and poverty were the root cause of many ills in the country including environment degradation. Education and awareness of the masses would go a long way in checking pollution, he said.

Dr. NV Gayatonde, Vice-President, BCAESD in his working paper discussed the problems of pollution from different angles. He discussed the affect of pollution on human life, environment and on sustainable development.

Earlier, Dr. JM Gadekar, Hony. General Secretary and Director, BCAESD welcomed the chief guest and the participants and introduced the theme of the Seminar.

After general discussion, the delegates were divided in four groups. Each group discussed the problem of environmental pollution and protection at primary, secondary, university and adult and non-formal education levels. ■

Seminar on Adult Education in Bihar

A state level Seminar on adult education - problems and solutions was held in Bodhgaya on July 19, 1998. 80 participants representing governmental, non-governmental organisations, universities, DIET, DRU, ZSS, SVP from Bihar participated. The seminar was organised by Indian Adult Education Association in collaboration with Department of Adult Education, Magadh University, Bodhgaya, DIET and Samnway Ashram, Bodhgaya.

It was inaugurated by Major Balbir Singh Bhasin, pro Vice-Chancellor of the University. He also released a book in Hindi containing the UN charter brought out by the Magadh University. He called upon the students to take active part in the campaign so as to liquidate illiteracy from the State.

Shri Arun Kumar Singh, District Magistrate, Nalanda in his special guest address said that it was essential to provide adult education in the naxal effected areas so as to bring naxalites to the mainstream. Sister Sunita representing Brahm Kumari Ishwariya Vishwavidyalaya stressed the need to create awareness about spiritualism and moral values.

Earlier, in his welcome address Shri AH Khan, Associate Secretary, IAEA emphasised the need to create proper environment for literacy and to strengthen the training programme in the literacy campaigns. Shri Dwarkio Sundrani of Samnway Ashram also

spoke on the occasion. Shri SA Moin, Principal, DIET proposed a vote of thanks.

The seminar, among others, recommended that in literacy education special emphasis should be given to naxal affected areas. It felt that it will be an actual weapon for elimination of corruption, exploitation and superstitions from those areas. It stressed that media has a great role in creating environment and all media including electronic, print and traditional should be utilised for the purpose. ■

India's standing in human development index lower:UNDP

India has slipped one notch from 138 to 139 since last year in the human development index (HDI). It was revealed in the UNDP Human Development Report 1998 which ranks countries not on the basis of incomes but indices such as average life expectancy, literacy and overall well-being.

Canada tops the list of 174 countries in overall human development for the fifth consecutive year.

The report has focussed particularly on the consumption of goods and services worldwide, showing that gross inequalities in consumption opportunities have excluded over one billion people who are unable to meet even their basic needs.

Eighty six per cent of expenditure for personal consumption is made by

just 20 per cent of the world's people, the report adds, saying the runaway consumption is widening the gap between the rich and the poor.

Global consumption at \$24 trillion this year is six times the figure for 1975. But three-fifths of the 4.4 billion people in developing countries are living in communities without basic sanitation. "Almost one-third are without safe drinking water, one-quarter lack adequate housing, one-fifth live beyond reach of modern health services, one-fifth of the children do not get as far as grade five in school," the report says.

The unequal consumption pattern is brought out in startling terms by the report's figures, which reveal that \$ 11 billion worth of ice-cream is consumed in Europe while the spending on pet-foods in Europe and the USA is in the region of \$17 billion. Another \$12 billion is spent on perfumes in the US and Europe while Japan spends a whopping \$35 billion on business entertainment.

Despite this widening gap in consumption, globalisation of markets has resulted in a marked demand for luxury items and services even in traditionally poor communities. The spread of consumer products is reaching more than in urban elite and middle classes. And in India, for instance, a 1994 survey shows that more than 70 per cent of rural households owned a portable radio, bicycle and wrist watches; and more than 20 per cent a refrigerator. ■

UN Secretary-General Kofi Annan's message on International Literacy Day

"Every year, on 8 September, we observe International Literacy Day in recognition of literacy's centrality in the global quest for peace and development. Recent years have seen significant gains in literacy rates, school enrolment and spending on education. Yet, the twin goals of universal literacy and equal access to education remain unmet. More than 960 million adults, two thirds of whom are women, are illiterate. Some 130 million children in developing countries, two thirds of them girls, do not attend primary school.

In a fast-changing world, in rich and poor countries alike, literacy demands continue to grow. Simple definitions of what it means to be literate have become more complex. Being literate is not only a question of whether someone can read a word or a few sentences of text, but rather what that person can do with those words in everyday life. Can parents read to their children? Can people understand a bus or plane schedule, or use an automated teller machine? And as the revolution in information and communications technologies advances, our understanding of literacy must also encompass computer literacy - using a computer, interacting with others through e-mail, using the Internet for research. Already, we can see the emergence of literacy "have" and "have-nots."

Indeed, literacy is a moving target. But certain constants will continue to guide the work of the United Nations Educational, Scientific and Cultural Organization (UNESCO), the United Nations Children's Fund (UNICEF), the United Nations Development Programme (UNDP) and the rest of the United Nations system. Our touchstone will remain article 26 of the Universal Declaration of Human Rights, which declares that "everyone has the right to education." And we will continue to place special emphasis on women and girls. Let us remember that investments in literacy and education are investments in health, in the environment, in labour, in the development of human resources. Such investments can yield the best of all returns: rewarding, prosperous lives for all the world's people."



Election of Branches of IAEA

Haryana

Shri RN Mahlawat, President, Janta Kalyan Samiti has been elected Chairman of the IAEA Haryana Branch at a meeting of the Members of Haryana held in Rewari on August 02, 1998.

Madhya Pradesh

At a meeting of members of IAEA from Madhya Pradesh held in Indore on August 19, 1998 **Shri Kailash Pant**, noted litterateur and educationist was elected Chairman of MP Branch of IAEA.

West Bengal

Prof. AK Sarkar, Vice-President, All India Council for Mass Education and Development, Calcutta has been elected Chairman of the West Bengal Branch of IAEA at a meeting of Members from West Bengal held in Calcutta on August 30, 1998.

Maharashtra

At a meeting of members of Indian Adult Education Association from Maharashtra held in Mumbai on Sep 13, 1998 **Shri BN Kamble**, Vice-President, IAEA was elected Chairman of the Maharashtra Branch of IAEA.

Prof. BS Garg, Shri KC Choudhary and Shri AL Bhargava, President, General Secretary and Associate Secretary respectively of IAEA attended the meeting.

Uttar Pradesh

Dr. Madan Singh, Director, SRC, Literacy House, Lucknow was elected Chairman of U.P. Branch of IAEA at a meeting of members from U.P. held in Lucknow on October 02, 1998. ■

Change in Strategy needed in the fight against illiteracy in India

K. Sivadasan Pillai

"Why should I become literate? What do I get if I become literate?" These were the questions that confronted literacy workers during the past. These questions are not that frequent nowadays; but the problem still remains. Even in 1998 India, the largest democracy in the world, is having nearly 50% of the world illiterates. It was correctly observed that only an Indian can become the President or Prime Minister of the fourth world comprising of all illiterates! Are we not ashamed of this situation? We are proud of our post independence period achievements. We could solve many problems but poverty and illiteracy remain as the twin problems which still continue to smile at us! We have been celebrating International Literacy Day on September 8th ever since its introduction in 1966. It was agreed upon in September 1965 that till the last illiterate in the world is made literate, this date will have to be observed all over the world. At the snail speed at which illiteracy eradication attempts are progressing, India cannot be fully literate (not total literacy but 100% literacy as per norms) even during 2025 A.D.!

At the national conference of All India Committee for the Eradication of Illiteracy Among Women (AICEIW) at Sri Avinashilingam Deemed University Campus, Coimbatore on 18th & 19th

of July 1998, it was observed that the progress achieved so far is not at all satisfactory. References were made to Article 45 of our constitution offering free and compulsory education to all children upto the age of 14 years, which still remains an unfulfilled dream. According to 1991 census 52.11% was the literacy percentage claimed, taking only all those who have completed 7 years into consideration. Even then Women's literacy was less than 40%. Women should have equal rights with men and due representation in local bodies, assemblies and parliament. They should also be literate at least on par with men's percentage. The AICEIW meeting strongly felt that from the next elections onwards no symbol should be given in the ballot papers, so that all desirous of casting their votes will either themselves become literate or political parties will ensure that their cadres are made literate, at least to read the names of candidates. I am afraid whether any political party would agree to limit voting rights only to those who are literate! We are attempting to bring in constitutional amendments to make education, a fundamental right. This is a felt need. But can this solve the problem before us? Many who have been declared as literates - rather neoliterates - are now

relapsing into illiteracy - rather becoming neoilliterates. So the need of the hour is to offer in-built post literacy and continuing education programmes wherever Total Literacy Campaigns have already been launched so that the slogan "Education for all and for ever" is strengthened and achieved in practical terms.

Can we think of making it customary for every graduate student to help at least 5 illiterates become literate, before his or her receiving the Degree/Diploma? How many Universities will come forward to try this? Currently there are about 98 Universities having Departments/Centres/Units of Adult, Continuing, Non-formal, Extension Education Programmes. These can take the lead and others will follow. The deemed Universities can take the lead. The UGC was for making social or community work of some kind essential as a pre-condition for awarding Degrees. But this remains in paper only.

All the teacher preparation (pre-service) institutions can attempt illiteracy eradication as the top priority Socially Useful Productive Work (SUPW) and compel all teacher trainees (at all levels) to see that they make at least 5 persons literate before taking to the teaching profession. Even this attempt can go a long way in solving the problem of illiteracy.

The 'Bimaru states' - Bihar, Madhya Pradesh, Rajasthan and Uttar Pradesh have to make a stride in the fight against illiteracy and all types of social evils and atrocities among the women, dalits, poor etc. More than half of Indian illiterate population remain in this Hindi belt. They

contd. on p/10 col 3

The Population Bomb

Based on the UNFPA report on the growth of Population in India, the Hindustan Times in its editorial on September 4, 1998 has strongly emphasised the need for involvement of Non-Government Organisations and the Gram Panchayats for stabilisation of population. It has also stressed the need for higher rate of economic growth as to create job opportunities for the increasing population.

The editorial is reproduced below for the benefit of our readers:

"The UNFPA report's forecast that India will surpass China in population by the year 2050 is a daunting prospect because it will burden India with a number of problems unforeseen by the government today. There will be the problem of finding jobs for the young and looking after the welfare of the old. Clearly the government is not opting for a coercive population policy in the future as it has become amply clear, if past experiences are any guide, that coercive methods cannot work in India. Population policy the world over has changed since the Cairo population conference in 1994 when all participating countries agreed that the focus should be on individuals' needs rather than on demographic targets and that special attention should be paid to girls and their education. The emphasis would have to be on the availability and choice of contraceptives for women and their health and reproductive care. The government has also chosen to emphasise women's health, education and

reproductive care.

The correlation between education and population control has already been established by the decline in fertility rate in Kerala where maximum progress within India has been made in giving women basic education. Even though India is far behind China in female literacy, Kerala is well ahead of China. Where women remain illiterate, the pace of fertility decline has been the slowest as has been proved in the four large northern States of UP, Bihar, Rajasthan and Madhya Pradesh, which account for 40 per cent of India's population. These are also the States in which infant mortality is the highest and women's health care has long been neglected. The provision of a proper and efficient package of health services at the primary health centres is therefore all important in effecting a decline in fertility rate. Population control, however is bound to be a long drawn and difficult process because it will only succeed with the spread of education and awareness of contraceptives. The emphasis on education and reproductive health will also require enormous resources. Involvement of non-government organisations will have a positive impact in spreading awareness among men about family planning. For better dissemination of information, the role of gram panchayats will be important. Meanwhile, India has to prepare itself for its huge population by creating job opportunities through a higher rate of economic growth." ■

Change in strategy....

(contd from page 9 col 3)

need special attention, persuasion and support. It is surprising that in these states Women's literacy is not above 25%. What a pity and shame! Let every educated person take a pledge on September 8th, Literacy Day, to help atleast one illiterate become literate before the 1999 Literacy Day, so that by the turn of this century, India can boast of creditable advancements. Care should be taken to offer literacy linked with income-generating programmes and trying to equip every one lead a better life! ■

- The author is Professor Emeritus and former Director, Centre of Adult, Continuing Education & Extension, University of Kerala

Ph.D. in Adult Education

Smt. Rachna Tewari has been awarded Ph.D. in Adult Education by the Awadesh Pratap Singh University, Rewa (M.P.). The subject of her thesis was "A Study of Motivation, Interest and Attitudes of Adult Learners in Adult Education Programme in Rewa". ■

Book 'Adult Education and Modernization'

The book "Adult Education and Modernization" by Dr. Madan Singh, Director, SRC, Literacy House, Lucknow is available free of cost from the Directorate of Adult Education, Government of India, Block No.10, Jam Nagar House, Shahjahan Road, New Delhi - 110 011. Kindly write to Shri PK Tripathi, Director, DAE for a copy of the book. ■



Pathak, Lalit P. **Population Studies : The Discipline, Development Pattern and Information System.** Jaipur, Rawat Publication, 1998, p 276, Rs.500.

The book is divided into eight chapters. The first chapter is the development of population studies, which is based on the literature survey and appraisal of some of the invisible patterns of development of population studies.

The second chapter deals with the definition, scope and coverage of population studies. The chapter also enumerates the major sub-fields of demography and the interrelationship with other disciplines, namely economics, sociology, geography, human ecology and public health etc.

The third chapter on data, methodology and techniques of demography shows how the data about the number of people, their age, sex, birth and movement from one place to another are collected through census, surveys and through vital statistics records which forms the basis of demographic studies.

The fourth chapter traces the historical development of the discipline, beginning with John Graunt's empirical research on the analysis of burial records in 1662. Major advances in the discipline since then have been shown chronologically under each century. It shows how population studies became inter-disciplinary in character as an applied science only

during the last four decades.

The fifth chapter presents a detailed analysis of the growth pattern based upon various indicators. The chapter also traces the chronological development of educational facilities, training and research institutes, formation of associations, holding of conference, publication of books and periodicals and the dissertations submitted on population studies in India.

The sixth chapter gives an inventory and evaluation of the existing information processing tools.

The seventh chapter attempts to present the structure and organization of the component ideas in the subject, their interrelationship and arrangement.

The eighth chapter discusses the secondary information sources which include indexing and abstracting services.

Asian Pacific Regional Consultation on Adult Education, Jomtien, Thailand, September 16-18, 1996. Final Report. Bangkok, UNESCO Principal Regional Office for Asia and the Pacific, 1997. p 85, (Asia-Pacific Programme of Education for All). Jointly organised by Department of Education, Ministry of Education; and APPEAL, UNESCO PROAP, Bangkok.

The document reviews the progress and trends on policies and programmes in adult and non-formal education since the Fourth International Conference on Adult Education, which was held in 1985.

It identifies issues, problems and constraints about adult and non-formal education; and discusses emerging priorities and future trends for effective promotion of adult and non-formal education in the region.

The document contains four chapters. Chapter one is introductory in nature and gives background and procedures of the regional consultation.

Chapter two presents a general review of adult education in Asia and the Pacific. This chapter also gives a panel presentation on Adult Education in the 21st Century - The Challenges Ahead, (2) Adult Education and Life-Long Learning in Japan. Issues such as (a) Adult Education as Tool for Poverty Alleviation and Improvement of Quality of Life, (b) Adult Education for Empowerment of Girls and Women, (c) Adult Education, Culture and Technology, and (d) Adult Education for Sustainable Development have been discussed in chapter third.

Declaration of Action and Agenda for the future are dealt with in chapter four.

UNESCO. **Basic Education for Empowerment of the Poor**, Pune, March 3-4, 1998. Report, Pune, Indian Institute of Education (Kothrud, Pune - 411 029), 1998. p 68.

The monograph has been divided into four chapters. The first chapter, deals with the role of education in eradicating poverty. It analyses the causes and consequences of poverty and tries to outline the contours of a

programme of basic education that can contribute towards the empowerment of the poor.

Chapter two outlines poverty in Asia-Pacific region. It also lists basic education programmes being pursued in the region. It analyses the various causes of poverty, and enumerates the attempt to empower the poor in the countries of this region.

The next chapter, combating poverty through basic education - a Programme (Perspective deals with the general strategies that are essential to design basic education for combating poverty. Further, it shows how the major thrusts of basic education, when properly implemented, will empower the poor.

The last chapter offers a framework for Action. It discusses specific actions to be undertaken and an outcome of modalities for inter-country collaborative support. These cover actions related to formal primary education, non-formal education, literacy training and continuing education.

World Bank. **Confronting AIDS. Public Priorities in a Global Epidemic.** Oxford University (200 Madison Avenue, New York-10016), 1997. pp353. Rs.450.

The book argues that the global epidemic of HIV/AIDS can be overcome. National governments have unique responsibilities in preventing the further spread of HIV and in mitigating the impact of AIDS.

But governments alone cannot overcome the epidemic, nor have they always risen to the task. Non-governmental organizations and other groups in civil society, including people living with HIV, have played and must continue to play a critical role in shaping government action and in bringing prevention and care to people that governments cannot easily reach.

The document provides information and analysis to help policymakers, development specialists, public health experts, and others who shape the public response to HIV/AIDS to design an effective strategy for confronting the epidemic. It draws upon three bodies of knowledge: the epidemiology of HIV; public health insights into disease control; especially public economics, which focus on assessing trade offs in the allocation of scarce public resources.

NCERT. **Fifth Survey of Educational Research 1988-92.** Volume I. New Delhi, NCERT, Sri Aurobindo Marg, New Delhi-110016, 1998, pp. 735.

The studies documented in this Fifth Survey of Educational Research in India present the State of the art in the field of education at school stage during 1988-92. This documentation takes into account 1828 studies which include doctoral studies in education and other allied disciplines with implications for education. It also includes studies carried out as in-

house or sponsored projects by various institutions engaged in research and developmental activities. The identified studies are abstracted and classified into 38 areas as recommended by experts.

Mistry, S. P. **Non-Formal Education : An Approach to Education for All.** New Delhi, Radha Publications, 4378/4B, Ansari Road, Darya Ganj, New Delhi - 110 002, 1998, p.90, Rs.160.

The curricular components of the book discusses at length in its chapters on Need and Concern; Curriculum; Teaching Competence; Training of Teachers and other functionaries; Utilisation of Resources; Personality Development; Record Keeping and Strategies for Functional Literacy.

Potlumin, Nicholas, edited. **Population and Global Security.** Cambridge University Press, The Pitt Building, Thrumington Street, Cambridge CB2 1RP, United Kingdom, 1998, p.316.

The book examines the implications of rapid human population growth for global stability and security. Avoiding the hysteria and over-statement that so often characterize discussions of human population issues, the book represents an important assessment of current prospects for the process of sustainable development, based on care for the environment.

PANCHAYATS ROLE IN CREATING AWARENESS ABOUT NATURAL DISASTERS STRESSED

Dr. AR Kidwai, Governor of West Bengal said in Calcutta on August 28, 1998 that Panchayati Raj Institutions (PRIs) could play an important role in creating awareness among the people about natural disasters and their mitigation. He felt that voluntary organisations could also play a meaningful role in educating the masses about natural disasters.

Dr. Kidwai was inaugurating the two day east zone workshop on role of education and training in natural disaster management convened by the Indian Adult Education Association in collaboration with All India Council for Mass Education and Development, Calcutta.

Shri Naren De, West Bengal Minister for Agriculture underlined the importance of such workshops and proposed that such workshops be held in different districts of the State.

Dr. Phulrenu Guha, President, AICMED, Prof. Anil Kumar Sarkar, Vice-President, AICMED, Prof. BB Mohanty, Shri KC Choudhary and Shri JL Sachdeva, Vice-President, General Secretary and Director respectively of IAEA, Shri Anil K.

Sinha, Additional Relief Commissioner, Government of India, Shri Sudhir Chatterjee, Secretary, AICMED were present at the inaugural function.

The key-note address was delivered by Shri Anil Sinha. He said that though disasters were not discriminatory in nature, yet the most affected were poor, the infirm, the old, the women and the children. He emphasised the necessity of

environment friendly development and pro-active disaster prevention.

The focus, he said, should shift to pre-disaster and not only to relief work after the disaster. Dr. Arabinda Bose, Vice-President, AICMED presided.

*We wish our
readers
A Very Happy
New Year*



*Dr. AR Kidwai, Governor, West Bengal at the inaugural function.
Sitting left to him are Shri Anil Sinha, Dr. Phulrenu Guha and Shri JL Sachdeva and
right to him are Prof. BB Mohanty, Shri, Niren De and Shri KC Choudhary*

Among others, Prof. Anandadeb Mukhopadhyay, Dr. Chittabrata Palit, Prof. Sunil Munshi, Prof. Jayanta Bandhopadhyay, Prof. BB Mohanty, Dr. Sanat Adhikary, Dr. Paratha Chakraborty, Dr. Kazi M.B. Rahim, Shri TK Saha and Shri JL Sachdeva spoke on sub-themes of the conference.

Dr. Phulrenu Guha in her concluding remarks urged the participants to prepare curriculum on disaster management to be taught at various levels. She said that natural disaster management should be important component of adult education programme.

Recommendations

After two-day deliberations the Conference made the following recommendations:

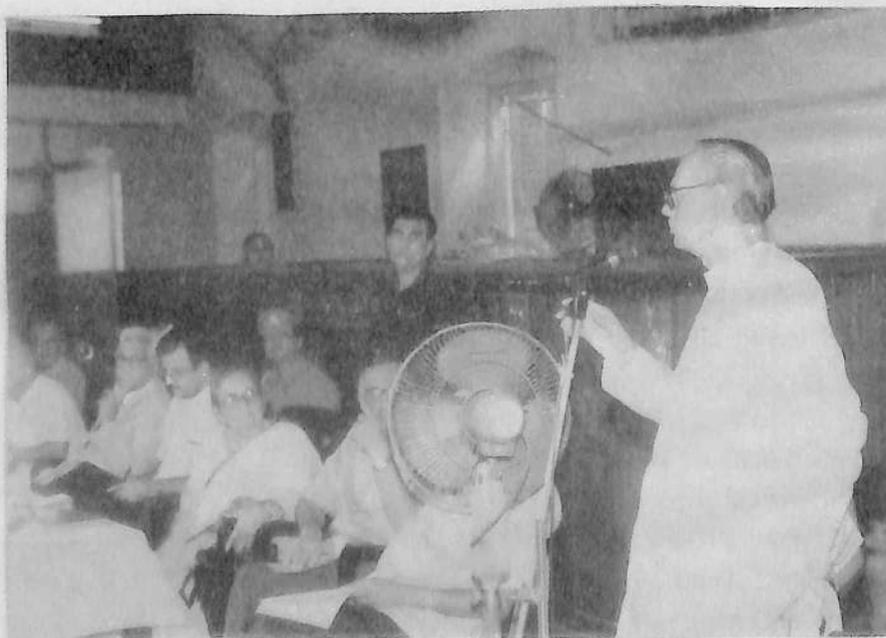
1. The East Zone Workshop on Role of Education and Training in Disaster Management held in Calcutta on August 28-29, 1998 recommends that Indian Adult Education Association should start News and Feature Service to feed the local press about natural disaster management and the development activities.
2. The Workshop recommends that natural disaster preparedness, prevention and mitigation should be included in curriculum of school students and in the primers, booklets used for literacy, post-literacy, workers and continuing education programme for adults.
3. It recommends that courses in

Natural Disaster Management should be started in a few universities so that trained people are available in the management of natural disasters both at undergraduate and post-graduate levels.

4. The Workshop recommends that Indian Adult Education Association should act as a nodel agency to involve voluntary organisations in Natural Disaster Management so that the message reaches the people who are affected by them.
5. It recommends that a National Institute of Communication and Education in Natural Disaster Management be established with branches at State level so that proper communication links are established in different parts of

the country for disaster management.

6. Workshops should be conducted in disaster prone areas to empower the people with knowledge to know pre-disaster, disaster and post disaster conditions. The PRIs and Government officials working in disaster prone areas should be involved in the workshop.
7. A Documentation Cell be established in the different zones of the country for documenting and disseminating the relevant data and information relating to Natural Disasters in the respective zones.
8. Steps should be taken to prepare area-specific manuals for training the trainers in natural disaster management in each region.



Shri Niren De, Minister for Agriculture, Government of West Bengal addressing the Conference

East Zone Conference on Adult Education

The East Zone Conference on adult education was organised by IAEA in collaboration with All India Council for Mass Education and Development in Calcutta on August 30, 1998. 32 participants from the States of Orissa and West Bengal participated.

Prof. BB Mohanty, Vice-President, IAEA and Zonal Chairman presided over the conference.

It was inaugurated by Prof. Basudev Barman, Vice-Chancellor, Kalyani University.

Shri JL Sachdeva, Director, IAEA presented the working paper on the theme "Problems of the Zone with the special emphasis on the Role of Universities and Voluntary Agencies in Literacy Campaigns and Continuing Education Scheme".

Shri KC Choudhary, General Secretary, Shri Sudhir Chatterjee and Smt. Rajashree Biswas, Members of Executive Committee, IAEA also spoke on the occasion. The valedictory address of the Conference was given by Prof. Anil K Sarkar, General Secretary, Asiatic Society, Calcutta.

Recommendations

The major recommendations of the Conference were:

1. The gap between TLC & PLC i.e. the time period between completion of TLC and initiation of PLC should be wiped out in order to get effective result of the programme. Continuing Education should be started immediately after the PLP or simultaneously with the PLP.
2. For accountability and to maintain motivation of workers and organizers associated with adult education programme the idea of voluntarism

should be modified to provide adequate honorarium to the functionaries.

3. In case of continuing education, the universities should make provision to disseminate knowledge and experience and also research findings. A resource pool may be developed by the universities in collaboration with the NGOs and local bodies for continuing education.
4. Women's literacy programme should have income generation as an integral part. Health, children's well-being should also be part of the total programme. ■

Workshop on NDM in Bhopal

The Central Zone Workshop on "Role of Education and Training in Natural Disaster Management" was held in Academy of Administration, Bhopal, M.P. on October 9-10, 1998. It was organised by Indian Adult Education Association in collaboration with the M.P. Branch of IAEA.

64 participants from the states of Bihar, M.P., Rajasthan and U.P. participated.

It was inaugurated by Shri Mahesh Joshi, Chairman of the 20-Point Programme of the Government of Madhya Pradesh. Prof. BS Garg, President, IAEA presided. Shri Kailash Pant, Chairman of the M.P. Branch of IAEA conducted the proceedings of the conference.

Shri SC Behar, IAS, former Chief Secretary of the State Government and Director-General of the MP Academy of Administration delivered the valedictory address. ■

Zakir Honoured

Shri Kashmiri Lal Zakir, Chairman of the Shramik Vidyapeeth, Chandigarh and Secretary of the Haryana Urdu Academy, Panchkula and Life Member of the Indian Adult Education Association, New Delhi was conferred upon Ramkrishna Jaidayal Harmony Award by the Organisation of Understanding and Fraternity on the 10th of December 1998 in New Delhi. Shri N Ram, Editor, Frontline was the Chief Guest and presented the Awards.

Shri Zakir has earlier received Ghalib Award, Nuqoosh Award from Pakistan and Nehru Literacy Award for outstanding contribution to the promotion of adult education in the country.

Our congratulations!

ICAE World Assembly

The International Council for Adult Education (ICAE), Toronto (Canada) will be organising its sixth World Assembly and first international follow-up to CONFINTEA V at Ocho Rios, Jamaica on May 18-22, 1999.

The theme is "Adult Learning : Empowering People for the Next Millennium". Under the sub-themes it will discuss follow-up of CONFINTEA V; Adult Education for Social Justice and Adult Education and Globalization.

Further information : Dr. T K Khouri, Executive Director, ICAE, 720 Bathurst Street, Suite 500, Toronto, Ontario, Canada M5S 2B4. Fax 416-5885725, E-mail icae@Web.net <http://www.Webnet.icae>.

Involving Mothers-in-law in Family Planning

From targetting only women, the family planning programme in India may be in the process of enlisting their mothers-in-law. Some programmes have discovered that mothers-in-law could be the key to the success of the new strategy.

Studies have shown that the older women control the reproductive health of young couples, particularly in joint families where the discussion on choice and timing of contraception and number of children are collective family decisions.

In rural South India, for instance, a study showed that the extended family had a say of up to 44 per cent in matters relating to family planning methods and number of children. A study of two villages in rural Maharashtra showed that pressure to have a child, and preferably a son, in the first year of marriage came primarily from the mother-in-law. But the use of health services by married adolescent women was found to be particularly poor.

The researcher found adolescent married women are shielded from the visiting health worker/educator because there is no cultural sanction for them to come forward. Their mothers-in-law decide their needs and treatment. To win mothers-in-law over to their side, health workers and activists have organised *sasu sammelans*, meetings of mothers-in-law on an experimental basis in some parts of the country.

Many of the case studies

presented suggested that the traditional Indian mother-in-law was a crucial link in the chain to the reproductive rights of the couple. The question was how to persuade the traditional Indian mother-in-law that caring for her daughter-in-law's reproductive health is not indulgence but ensuring a healthy grandchild.

The pioneering *sasu sammelans* and 'men's clubs', a strategy tested in 30 villages in Kheda district in western Gujarat State, the centre for a successful milk cooperative movement, has created a more gender sensitised approach to reproductive health and reworked gender relations.

At the monthly meetings, the women were persuaded to take proper care of their daughters-in-law by emphasising that only a healthy, happy mother produces a healthy child. Efforts were made to initiate a discussion on the status of women in the family and its impact on the health of children and myths and misconceptions about pregnancy and child care were dispelled.

At men's clubs organised in the villages, men were encouraged to get involved, but it has met with only limited success. Time and again, it was also found that men were not able to change or support their wives because of social pressure from elders, particularly the older women in the family.

Another researcher concludes "Achieving attitudinal change in a span of three-four years seems to be

a dream. Though men learn the messages on reproductive health and accept the concept of involving themselves in the process, they do not always act accordingly".

- Planned Parenthood

M.P. Human Development Report, 1998

The Madhya Pradesh Human Development Report 1998 released recently is a compilation of micro-level statistics preceded only by the 1995 effort by the same State.

Though bracketed as a BIMARU State, Madhya Pradesh is not hesitant to report its woeful performance in most of the areas that the famous Pakistani economist, the late Mahboob-ul-Huq, institutionalised as benchmarks for human development - literacy, health, infant mortality, gender equality, among others. While the 1995 report dealt with education, health and gender issues, the latest one goes on to create a sub-genre by itself by including typical rural Indian indices of development like livestock population, availability of veterinary centres, net and gross area irrigated etc. The report covers all the 45 districts and has even showed a Gender Development Index, the first by any State in the country.

Dr. Sen has praised the Madhya Pradesh Government for publishing the report for the State. Addressing a function on the occasion of the launch of the report, he said the Government's decision reflected its sincerity in addressing the real problems of the people. ■

Seminar on Human Rights and Values at Bodh-Gaya

A State level Seminar on "Human Rights and Values" was held in Magadh University, Bodh-Gaya, Bihar on December 10, 1998 on the occasion of concluding year of 50th anniversary of India's independence and Golden Jubilee of UN Human Rights Day. Over 160 persons from different parts of Bihar participated which included Government organisations, universities, DIET, DRU, ZSS, NGO's etc. The seminar was jointly organised by the celebration committee of 50th anniversary of India's independence, M.U. Centre for Adult and Continuing Education, Indian Adult Education Association (Bihar branch) and International Association of Educators for World Peace, Bihar chapter.

It was inaugurated by Prof.(Major) Balbir Singh Bhasin, Vice-Chancellor, Magadh University. In his address Major Balbir Singh said that senior personnel of jail and police should be trained in Human Rights. He said that the country was being divided on the basis of caste, religion and language which was neither proper nor in the interest of the country as well as community.

Dr. Harish Shukla noted educationist and national co-ordinator (Education), Prajapita Brahmakumari Ishwariya Vishwavidyalaya, Mount Abu, Rajasthan in his chief guest address said that human rights could be protected only by following the

right path shown by Saints. He said that teachers had to inculcate right values among students so that objectives of human rights could be achieved.

Sri Dwariko Sundarani, Samanway Ashram, Bodh-Gaya, and Chairman of the Bihar Branch of IAEA also spoke on the occasion.

Others who spoke on the occasion were Sister BK Nirmala, Monk Bimalsar, Prof. KP Singh, President, MU Teachers Association and Smt. Geeta Devi, DIET, Gaya. A paper entitled "An Appreciation of Human Rights" was presented by Prof. SM Equabal of M.G. College, Gaya.

Earlier, in his welcome address Shri AH Khan, Asstt. Director, Adult Education, M.U. & Associate Secretary of IAEA, and State Chancellor of IAERP said that creation of appropriate awareness among the masses towards Human Rights was possible through education particularly thru' adult education.

The function was presided over by Prof. Ghanshyam Pd. Singh, former H.O.D. Physics, M.U., Bodhgaya.

The Hindi version of the United Nations Charter on Human Rights brought out by the Magadh University was given as reading material to the participants. ■

India Home to 27 Per Cent of World's Poor

During its meeting in Bangkok from 15-17 September 1998, the Committee on Socio-economic Measures to Alleviate Poverty in Rural and Urban Areas reviewed and analysed global and regional trends and developments that are having an impact on the poverty situation in the ESCAP region and recommended development policy options and programme strategies to improve the situation.

A representative of the Indian delegation explained that India accounts for about 27 per cent of the world's 1.3 billion poor. Of the many programmes implemented by the Government for poverty alleviation, one is a self-employment programme known as Integrated Rural Development Programme. Under this scheme which was started in 1980, 52.7 million families have been assisted.

Some of the achievements under the Child Survival and Safe Motherhood and the Reproductive and Child Health programmes were also outlined. As regards family planning, the couple protection rate has been increased from 10.4 per cent of eligible couples in the period 1970-71 to 45.4 per cent in 1997, the representative said.

Because of increased rural to urban migration, the urban population growth rate is much higher than the national average and the rate of growth of the urban poor population has been even higher. ■

Report on NFE scheme

An evaluation report on the Non-Formal Education scheme has been prepared recently by Planning Commission. The Ministry proposes to revamp the programme which is going to seed for want of commitment and co-ordination between the different agencies involved.

The NFE was introduced in the Sixth Plan as a centrally sponsored scheme to meet the needs of children forced out of formal schools due to poverty and clutural factors. Each NFE centre is expected to serve about 20-25 children. The duration of schooling is compressed in such a way that the course is completed sooner than in normal schools. But though there has been a growth in numbers (from 1.26 lakh in 1986 to 2.41 lakh in 1996), the system is not working.

The Ministry has been hauled up for failing to release its share of fund allocation for the scheme. The report noted that the fund flow has been erratic and progressively declining, both in the Central and State sectors. States have been found utilising less and less of the funds received from Delhi. For instance, in 1993-94, Bihar used just 19 per cent. Uttar Pradesh, however, used the maximum — 67 per cent. Many states have not even bothered to report the utilisation rate, the Planning Commission noted.

The NFEs, the report found, suffers from lack of direction. A large proportion of instructors are not even matriculate. While it was envisaged that qualified and trained teachers

would be deployed, most instructors have barely cleared the higher secondary state. Enrolment and attendance of girls was found to be very low.

It was also noted that 72 per cent of the centres are closed for more than 10 days each month.

Unless the education department pulls up its socks, the purpose of having NFE would be defeated.

(The Hindustan Times, Dec 30, 1998)

United States: Nearly 25 per cent of American Pupils Attend Run-Down Schools

School buildings with leaky roofs, buckling floors, peeling paint, broken lights and falling plaster are not limited to developing countries. In the United States, more than 14 million children - about a quarter of all school children nationwide - attend class in buildings that need significant repairs, according to the General Accounting Offices, the American Congress' investigative arm. A 1995 survey of 10,000 schools found that one-third needed extensive repair or replacement of one or more buildings. In all, 38 per cent of big-city schools, 30 per cent of rural schools and 29 per cent of suburban schools had at least one inadequate building. The survey concluded that the cost of building new schools and modernizing old ones would be at least US\$112 billion.

Source : Unesco, EFA

A Village with a Difference

Charnaund: This little village of Hisar district in Haryana is an ideal case of the success of Panchayati Raj.

As of now, none of the 1,200 persons from the village has ever approached the police or any court of law for redressal of any grievance. Every dispute is referred to the Panchayat. According to the Sarpanch of the Charnaund Panchayat, all Panches work with a consensual approach. Even the most contentious issues are resolved with mutual agreement. In fact, the Panchayat has been a reflection of the general brotherhood and amity prevailing among the people of the village. Their caste identities may differ but not the approach to problems and other issues.

The entire village is dependent on agriculture. Every family possesses enough land to make both ends meet. The main crops include cotton, wheat and rice. The roads and lanes are relatively better managed than in other villages. Recently, the Panchayat was granted Rs.10 lakh from the rural development fund of the state for construction of roads and lanes. During the last two years, the Panchayat has spent about Rs.32 lakh on various development works including the local school, the dispensary and construction of small drains. The Panchayat has also been allocated an additional grant of Rs.25 lakh for watershed development.

The literacy rate in the village is much higher than the average. Almost every child of the village goes to school. Most of the men this reporter talked to were able to spell their names in English. The same is not true about women, however, who still remain behind the veil. But girl children are sent to school.

(Panchayati Raj Update)



Grover, RP and Chopra, Rita. **Adult Education**. Ambala Cantt, The Indian Publications, 1998, p 292, Rs.600.

This book is divided into twenty two chapters. Chapter I and II describe the concept, need and importance of Adult Education and Continuing Education. Chapter III and IV deal with magnitude of literacy and approaches to literacy. Chapter V highlights the post literacy programme in India whereas Chapter VI contains the adult education programme for weaker sections. Chapter VII and VIII analyse the National Policy on Education and National Literacy Mission. Chapter IX tells us about the Jana Shikshan Nilayams. The psychology of adults has been discussed in chapter X. Chapter XI explains the techniques and strategies of Adult Motivation. Methods of Teaching Literacy and Adult Education are given in Chapter XII and XIII. Mass Media and various agencies of adult Education are mentioned in Chapter XIV and XV. Chapter XVI discusses the Training of Adult Education Functionaries. Chapter XVII presents the organisation of an Adult Education Centre. Production of literature for adult learners has been explained in Chapter XVIII. Chapter XIX mentions the success stories of Literacy Campaigns. Problems and Research Priorities in Adult Education are discussed in the last chapter of the book.

Rahi, A.L. **Adult Education : International Perspective**. Ambala Cantt. The Associated Publishers, (2963/2 Kachha Bazar), 1998, p 427, 1998, Rs.800.

The document is divided into four parts : Part first is an overview of the literacy situation in different regions of the world. Concept of literacy, post-literacy and methodology of training have been discussed in brief. The significance of research in the discipline of adult education and other related issues have also been discussed. In part second some typical policy issues which affect the likes of illiterate multitude, their rights, the role of the universities and volunteers in the eradication of illiteracy and preservation of world peace are highlighted. Part third depicts literacy for specific target groups. In part fourth, glimpses of literacy programme in the world have been discussed.

Shah, B.V. and Shah, K.B. **Sociology of Education**. Jaipur, Rawat Publications, (3 Na 20 Jawahar Nagar) 1998, p 383, Rs.650.

The volume attempts a sociological approach to the study of education in Indian situation. It is a comprehensive study of education in the context of total society and its sub systems such as family, polity, economy and stratification, local community and social groups like educational institution and classroom as well as in the context of social change and problems of education of the scheduled castes and tribes.

Sahu, Binod Kumar. **Population Education**. New Delhi, Sterling Publishers Private Limited (40 Green Park Extension), 1998, p 202, Rs.300.

The book highlights the world population, theory of demographic transition and demographic scenario with density and growth rate of population and remedial measures for population explosion, rural versus urban population, focus on fertility, infant and child mortality and migration with measures and determinants.

The document approaches to curriculum transaction at different stages - Primary and Secondary. Besides, there is focus on sex deviation, sex education, identification of incidences of AIDS, symptoms and causes of AIDS and prevention and control.

Rao, Digumarti Bhaskara. Editor. **Encyclopaedia of Education for All : The World Conference. Volume-I**. New Delhi-2, APH Publishing Corporation (5 Ansari Road), 1996, p 427, Rs.600.

This document is divided into five parts. The first part explains the reasons which brought the attention of the educationists and administrators to convene the world conference on Education for All.

The second, third and fourth parts are based on the presentations during the round tables of the world conference. The central theme of these parts corresponds to the three sections of the world conference - EFA ; The Purpose, EFA: The Expanded Vision and EFA : The

Requirements. The last part includes the two texts adopted at the world conference on Education for All.

Banerjee, Anuradha. **Environment, Population and Human Settlements of Sundarban Delta.** New Delhi. Concept Publishing Company, 1998, p 424, Rs.500.

The book is divided into six chapters. Chapter one introduces the concepts, the region, the research design and methodology. Chapter two focuses on the natural environment of the region. Chapter three portrays the population profile of the region. Chapter four deals with the settlement pattern of the region. Chapter five focuses on the inter-regional pattern and characteristics of human settlements, based on the 200 surveyed villages. The quality of human settlements have been measured at the end.

Chapter six is based on population and settlements, a micro-level analysis of 400 households.

Gadam, Sudhakar N. **Total Literacy Campaign of Aurangabad District : External Evaluation Report.** Pune. Gokhale Institute of Politics and Economics, 1996, p 134, Rs.180.

This report is divided into eight chapters. The first chapter gives the profile of the Aurangabad district. The second chapter gives methodology of the external evaluation. In the third chapter administrative set up is explained which also includes the information regarding training

activities carried during the TLC. The fourth chapter is an overview of environment building and other activities. The literacy achievements are presented in chapter five. In chapter sixth special features of Aurangabad Saksharata Abhiyan are discussed. The seventh underlines certain events observed in the field. The last chapter contains conclusions and recommendations.

Rathore, O.S. **Handbook of Extension Education.** Udaipur, Agrotech Publishing Academy (1-G-24 Sector-5, Gayatri Nagar), 1999, p 126, Rs.250.

This book is divided into eight parts. Part I and II are on extension education and rural development programmes in India. Part III concentrates on rural society. Part IV, V and VI are on communication, teaching learning process and programme planning and evaluation. The last chapter is on rural leadership.

In the appendix the list of agricultural universities has been given.

Swadesh Mohan. Ed. **Career Development in India : Theory, Research and Development.** New Delhi. Vikas Publishing House Pvt. Ltd. (576 Masjid Road, Jangpura), 1999, p 322, Rs.395.

The volume is divided into twelve chapters. Chapter I elucidates the nature of work and various viewpoints on the meaning of work.

Chapter II gives an introduction to career theory, its historical roots and various developments in western countries as well as in India in the field of career psychology. Chapter III tries to build up an Indian context to serve as a backdrop to interpretation of various elements to career theories in general. The prominent theories have been covered in Chapter IV. Chapter V deals with career maturity, touching upon its concepts, bases, dimensions, assessment techniques and factors influencing it. Chapter VI entitled "Career Adjustment" is a further extension of the continuum of career development once the individual embark upon a career. Chapter VII provides a sociological account of the patterns of job movement as they relate to the family's socio-economic position and other socio-psychological factors. Chapter VIII gives findings of a small research study conducted on Indian men and women who had been employed at the time of investigation. Chapter IX provides special insights into the role of gender role - stereotypes in women's career concerns, the emphasis on gender in various theories and the methods of dealing with this issue of gender disparities in gender roles. Chapter X emphasises the need for research in career development and career counselling with concrete suggestions on ability research and occupational research etc. The last chapter focusses on various parameters of evaluation of theories discussed in preceding chapters and their specific implications for theory building.



Educational Opportunities for All Stressed

Shri R Krishnappa, Minister of State for Adult Education and Public Libraries, Government of Karnataka said in Bangalore on December 21, 1998 that educational opportunities be provided to all and the adult education programmes should not be confined to non-literates only. He said that continuing education programmes be extended to rural areas and technological development be made available to the common man.

Shri Krishnappa was delivering the inaugural address of the three-day 48th All India Adult Education Conference jointly organised by the Indian Adult Education Association and Bangalore University.

He drew attention of the participants to the old Mysore State which, he said, was pioneer in the adult education programme. The various Vidyapeeths set-up by Karnataka State Adult Education Council had done some pioneering work in providing opportunities for life long learning. The Vidyapeeths, he said, had done a great job in intellectual and professional development of the individual.

He called upon the adult educators to spread literacy among the illiterates and correct the prevailing inequality. "The present era requires a person to be equipped with latest information and continuous learning would be of much use in this regard" he noted.

Dr. NR Shetty, Vice-Chancellor, Bangalore University called upon the universities and other educational

organisations to join together to tackle the problem of illiteracy. "Concerted efforts are necessary to overcome illiteracy in the country".

Citing the example of China, Dr. Shetty said the country had within 10 years, almost eradicated illiteracy. The concept of adult education was just not eradication of illiteracy but it varied from country to country, he said.

He said that if immediate and earnest steps are not taken to eradicate illiteracy, India would be home for



Shri R Krishnappa, Karnataka Minister of State for Adult Education and Public Libraries inaugurating the Conference by lighting the lamp. Also seen on the dais are (R to L) Prof. BS Garg, Prof. NR Shetty, Dr. M Khajapeer and Shri KC Choudhary.

50% illiterates of the world by next century. He said that China should be role model to eradicate illiteracy.

Dr. Shetty said that it was astonishing that in spite of achieving technological superiority, India faces fund crunch for education and regretted that a small percentage of the GDP is utilised for education.

By experience, it is found that elementary education alone could not help in spreading literacy and as such, the need for adult education has become all the more important, he said. However, Dr. Shetty felt that the concept of continuous learning may not be feasible as the country had not achieved the desired level of literacy. Criticising universities for having remained in ivory towers, he said till now they had the neglected adult education field. All government organs, non government organisations (NGOs) and universities had to take adult education seriously, he noted.

The President of the Indian Adult Education Association, Prof. BS Garg in his address regretted that learning throughout life had not been achieved and said that the terminal concept of education was not adequate in the present social, economic and technological context. "Today education does not give the stimulus that can last throughout one's life," he said.

Observing that informal education had a great role in making learning life-long, Prof. Garg, who is the Chancellor, Rajasthan Vidyapeeth, said agencies like film, television and radio should not only make their

programmes entertaining but also informative and educative. According to him, adult education should be taken as a tool of human development and self reliance.

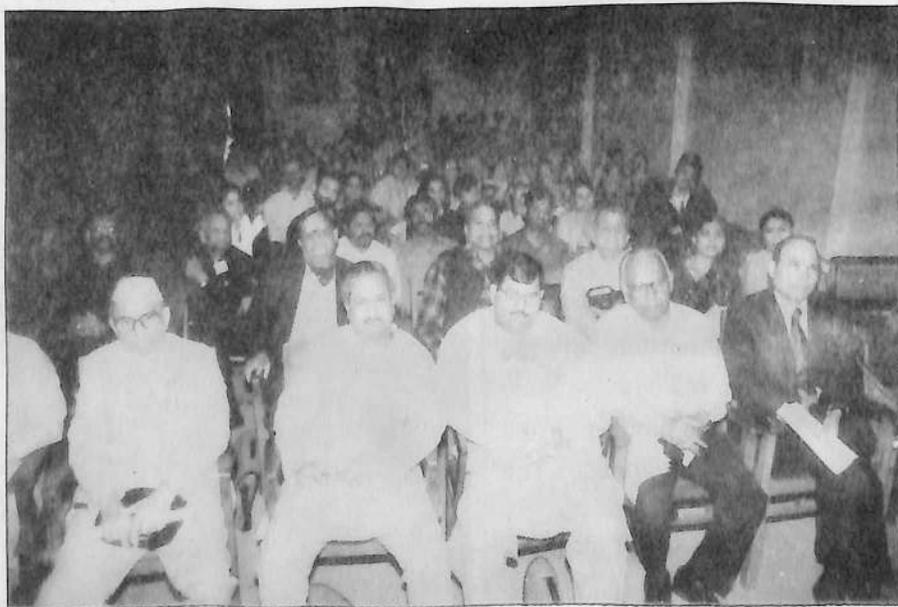
Prof. Garg said that education of the senior citizens was essential to make life long learning a reality. The ageing person should be given opportunities to function more effectively as a citizen and for creative expression as an individual.

He said that for achieving the objective of life long education some changes in formal education were also needed. The education in schools and colleges should be sufficiently attractive so that the young people might feel like returning to it when they grow old. It should create an aptitude and sustain the desire for learning.

Earlier, Prof. M Khajapeer, Chairman, Department of Education, Bangalore University welcomed the chief guest and the participants.

Shri KC Choudhary, General Secretary, IAEA in his vote of thanks said that mass media had to play a meaningful role in making learning life long. He said that programmes in the electronic media should be interesting and imaginative to have impact on the masses. Shri Choudhary said that well organised library system could go a long way in achieving the objectives of life long education. The libraries, he said, were the best means to provide self education to the masses.

Shri Choudhary said that in the global market economy, structural adjustments were being made and due to that many people might be out of job. To make people adjust to the new



A section of audience at the inaugural function

situation, education had to be life long so that the employed, unemployed and underemployed are in a position to face competitive labour market.

Plenary Session

In the plenary session, Prof. BB Mohanty, Vice-President, IAEA presented the working paper. He said that there was a direct link between education and national development and such a link was strengthened when the national system of education was properly organised from both quantitative and qualitative point of view.

Education for tomorrow, he said, must be a coordinated totality in which all sectors of society are structurally integrated. He said, such education would be universalised and continual and would be total and creative from the point of view of individualised people.

During general discussion on the theme of the Conference the main suggestions were:

1. Self education should be promoted to achieve the objective of life long learning
2. Population education, health education, environment education should be part of adult education to achieve the objective of life long education.
3. All round development of the individual should be the goal of education.
4. Media support was essential to make learning life long.
5. Special programmes for senior citizens should be organised.

Shri BL Parakh and Dr. KS Pillai, Vice-Presidents of the Association presided over pre-lunch and post-lunch sessions.

The delegates discussed in groups the following sub-themes of the Conference:

1. Life-long learning : Obstacles and Prospects
2. Critical importance of adult learning
3. Life-long Education for future in the context of the Emerging Technology of the 'Information Society'
4. Future Policy of Adult Learning

The group chairmen were:

1. Prof. GC Khan, Professor of Social Work, Visva Bharati University, West Bengal
2. Prof. Niranjan Reddy, Prof & Head, Deptt. of Adult Continuing Education and Extension, SV University, Tirupati
3. Dr. A Muralidharan Tampi, Vice-Chairman, IAEA Kerala Branch
4. Shri MP Tewari, Bureau of Adult Education, Ministry of Human Resource Development, Government of India, New Delhi.

During the Conference the following thematic workshops were also held:

1. Role of Adult Education in Creating Scientific Temper
2. Environment Education for Sustainable Development.
3. Role of Adult Education in Creating Awareness about HIV/AIDS

4. Adult Education for Skill Development
5. Adult Education for Human Rights

During the presentation of the reports of innovative work done by NGOs, universities, TLC districts, Shramik Vidyapeeths the following things were highlighted:

1. Different strategies for literacy should be adopted and the literacy campaign should not be the only approach.
2. Universities should be given independent role in literacy campaigns.
3. Incentives to volunteers are essential for success of the programme.
4. Adult Education should play a meaningful role in eradicating social evils.
5. Local initiative and participation is essential for the success of the programme.
6. Community should finance the programme and should not be entirely dependent on the Government.
7. The Association should set up a separate unit to achieve the goal of life long learning.
8. The Diamond Jubilee of the Association should be celebrated in every State.
9. The Panchayat in rural areas and wards in urban areas should be given complete responsibility to eradicate illiteracy and promote life long education in their respective areas.

10. Material designed in local dialect helps in promoting literacy/post-literacy.
11. Cooperation/coordination between Govt./NGOs and university departments of education have brought encouraging results in promotion of literacy.
12. Short literacy camps hold attention of learners to give them a head start in pursuing their education.
13. Working around health and social conditions create interest among learners.
14. Social change in tribal areas and women from weaker sections create interest in literacy.

Smt. Kamala Rana and Shri BN Kamble, Vice-Presidents, IAEA presided over the sessions.

Valedictory Function

In the valedictory function, Prof. KH Chalvaraju, former Vice-Chancellor, Gulbarga University was the chief guest. In his address, Prof. Chalvaraju said that adult education was catalyst of social change and all out efforts should be made to provide educational opportunities to the masses. He said due to liberalisation, inequalities would be more and it was only through education the problem could be overcome.

He said that by 77th and 78th amendments the people at the grass-root level are to participate in the development process but this is not possible because of illiteracy among

them. To enable the masses to get the fruits of development they should be educated.

Prof. Chalvaraju said that involvement of youth was essential for the success of the programme but it could only be possible if they get recognition and incentives. Open universities and Institutes of Correspondence Courses are providing useful service in spreading education and should be encouraged.

Prof. Chalvaraju proposed that a separate channel of television should be started to boost this programme. He also suggested setting-up of commission on adult education in the 21st century.

Prof. BS Garg in his presidential remarks said that all round development of the individual should be the main objective of adult education and the present programme of literacy education should be made more broad-based. He said that integrated education which includes literacy, health, education and vocational education should be promoted. Spiritualism, he said, was the biggest asset of India and should be important component of the adult education programme.

Prof. Garg urged the need to conduct research in adult education so that the problems faced by the programme could be solved.

Dr. MS Talwar of the Department of Education, Bangalore University and Shri KC Choudhary, General Secretary, IAEA proposed the vote of thanks.

About 250 delegates representing the Central and State Governments, Universities, SRCs, Shramik Vidyapeeths, TLC/PLC Districts and NGOs from the States of Andhra Pradesh, Bihar, Delhi, Gujarat, Goa, Haryana, Himachal Pradesh, J&K, Kerala, Karnataka, Madhya Pradesh, Maharashtra, Manipur, Orissa, Rajasthan, Tamil Nadu, Uttar Pradesh and West Bengal participated.

Declaration

After three days of celebrations the Conference adopted the Bangalore Declaration.

The 48th All India Adult Education Conference, held at Bangalore on December 21-23, 1998, under the joint auspices of the Indian Adult Education Association and the Bangalore University, on Adult Education in the Perspective of Learning throughout Life;

Realising that the idea of lifelong education is the keystone of the learning society;

Recognising the two fundamental concepts of lifelong education and learning society remaining in the core of the topic of the conference;

Appreciating the concepts and ideas contained in the Working Paper, which did set the trend of the conference;

Learning from the wisdom contained in the inaugural address and the presidential address;

Considering the findings in the Reports of the four Groups constituted for the purpose;

Endorsing the comments and suggestions offered by member organisations, individual members, Zilla Saksharata Samitis, functionaries, University Departments of Adult, Continuing and Extension Education, and other distinguished delegates representing the voluntary organisations;

Echoing the voices generated in the five thematic Workshops;

Declares that:

1. Tremendous changes are taking place due to new economic policy in India. This is influencing the rural and urban communities socially, economically and culturally. The economic theory propounded by Nobel Laureate Amritya Sen and the late M Huq places the emphasis on human development. To interpret these changes there are significant challenges for life long learning.
2. Terminal concept of education is not adequate in the present social, economic and technological context. It recommends that learning opportunities should be provided to all in the emerging era of information technology.
3. Adult education should promote a new vision of older adults recognising them as responsible persons and a productive force in society.
4. For achieving the objectives of lifelong learning some changes

in the formal education system must be made. It should create an aptitude and sustain the desire for learning. Such an aptitude will go a long way in promoting self learning among adults.

5. Lifelong learning will get a boost if continuing education centres being established in the country are provided proper physical facilities and the person appointed for the job should be adequately trained and remunerated.
6. The continuing education centres should develop their curricula based on the issues that emerge from the lives of the adult learners. Issues such as exploitation and oppression, income and wage, land and water, rights and duties, understanding economic forces, gender discrimination etc. should be considered.
7. To follow the curricula based on the issues the adult educator has to prepare himself in analysing the issues with the people and develop a strategy not only to understand the issues but also help people in organising them around the issues.
8. Development should be focussed on village based industries such as agro-industries, cottage industries and continuing education centres should play an important role not only in skill development but in management of such industries by the village people themselves.

9. The methods and techniques of lifelong learning should also consider present day modern information and technological developments such as mass media, distance education, Internet and E-mail. The folk forms of communication and the rural libraries should be extensively used for the purpose.

10. The most important factor for organising lifelong learning is community participation. This participation should not only be identifying the learning agenda but also planning, organising, implementing as well as monitoring and evaluation of the continuing education programmes.
11. There is a tremendous impact of information technology on the present day society. Information technology which is already here could be beneficial as well as equally harmful depending upon how and by whom it is used. It should be used for lifelong learning to create scientific temper, skill development, life skill learning, ecology and environment.

New President of AIWC

Dr.(Mrs) Kalawati Tripathi, former Professor, Department of Hindi, Patna University and a former Member of the Legislative Council has been unanimously elected as President of the All India Women Conference, New Delhi for a three-year term 1999-2001. ■

Empowerment of women needed to reap fruits of globalisation

Without effective empowerment of women, education of the girl child and proper care of mother-child health, the country could not adapt to socio-economic changes due to globalisation, said National Human Rights Commission (NHRC) Chairman Justice MN Venkatachaliah in New Delhi on November 13, 1998.

Inaugurating a two-day seminar on "Protection of Human Rights: A Critique," Justice Venkatachaliah said that India still had to exploit its human resource potential. "Our mindset should be changed. There is, at least, an awareness today that things cannot go on as they are," he added.

India, Justice Venkatachaliah said, had always been a "status quo" society unable to adapt itself to change. "The world will undergo a big change in the next 10 years," he said, "and India should prepare itself to meet the challenges."

The Seminar was organised jointly by the NHRC, the National Commission for Women (NCW) and the Indian Social Institute to mark the golden jubilee year of the universal declaration of human rights.

"Globalisation is no longer a matter of choice, it is inevitable," said Justice Venkatachaliah, observing that it would have incredible effects on the country's socio-economic foundation.

In his view, "The globalisation process can not be changed. The emphasis should be to restructure our society for the country and civilisation's survival."

The nutritional requirements, educational and health needs of children should be the area of prime concern while addressing the changes that India will face during the next five years, he said.

The only solution to the problems of illiteracy, ignorance, maternal and child mortality and sexual exploitation of children, he said, was empowerment of women who constituted half the population.

"Safe motherhood and aggressive literacy campaign among women, particularly from deprived sections, should be a priority," he said.

"Lakhs of children," according to him, "die every year because of maternal anaemia during pregnancy and those surviving grow up with perpetual problems and even intellectual handicaps."

The situation had improved during the last 20 years because of rising awareness among the marginalised sections of society due to their political empowerment, he said. "But much is needed to be done to make the fruits of development reach the lowest strata of society."

In 1975, he said, the Scheduled Castes had a 3.37 per cent share in the group "A" services of the Central government which increased to 10.5 per cent in 1985. Stressing the need for changing the attitude and mindset of people, he said, there was no question of compromising with social injustice.

NCW member Ms Sayeeda Hameed said that the women-to-men ratio was fast declining in India and

this was largely due to the killing of the girl child "even while they are in the womb." In most cases of atrocities on women, she regretted state governments adopted a "lukewarm response." Even women chief ministers like Rabri Devi, she said, sent a two-line note that "the matter is being looked into." But she added, then "nothing moves." ■

World Population Likely to Touch 9 Billion by 2050 AD

The world population is expected to increase to around nine billion by 2050 from the current level of 5.9 billion, despite a sharp decline in fertility rate worldwide, according to latest United Nations projection.

At present, the population is increasing at the rate of 1.33 per cent, an annual net addition of 78 million people and the world population is expected to reach the six billion mark next year.

The projection put the population by 2050 between 7.3 billion and 8.9 billion with a figure of 8.9 billion considered most likely.

However, the United Nations estimates show the fertility rate is declining in all regions. The global average now stands at 2.7 births per woman against five births per woman in early 1950s. In the last 25 years, the number of children per couple has fallen from 6.6 to 5.1 in Africa, from 5.1 to 2.6 in Asia and from 5 to 2.7 in Latin America and the Caribbean.

The 1995-2000 population growth rate is significantly less than the peak growth rate of 2.0 per cent in 1965-70, and less than the rate of 1.46 per cent in 1990-95, the UN said.

Depending on future fertility trends, the world's population in 2050 is projected to be in the range of 7.3 billion to 8.9 billion. ■

Neo-Literates Preferences : A Study

'Learning World of Neoliterates: A Study into their Reading Predilections' was conducted by Dr. Kuldip Puri and Dr. Navleen Kaur of the Regional Resource Centre for Adult and Continuing Education, Panjab University, Chandigarh recently.

The objectives of the study were (a) to explore into personal, economic, social, recreational and cultural ambient of neo-literates; and (b) to find reading options of male and female neolearners below and above 30 years of age.

It was conducted in 21 villages spread over 11 blocks of two districts of Panjab namely Faridkot and Hoshiarpur which have entered into the post literacy stage. A sample of 214 neolearners was taken which comprised of 83 females of 30 and below; 112 of 31 years and above. Among the males the sample was 10 below 30 years and 9 of 31 years and above. The 42 area coordinators were also included in the sample. The information collected was on area profile and the opinions of the neolearners.

Findings

The neo literates first preference was those books which help them in augmenting their income. This includes sewing and darning, carpet weaving, rope making, pickle making, beauty care, welding, dairy development etc. They also desired that literature on income generation

should include availability of resources and procurement, technical know how, marketing sans middlemen exploitation.

They also prefer books which bring peace of mind and instill confidence. Some of these could be on patriotism, respect for the elders, corruption, ethics and values, etc.

The neolearners also wanted to read literature on religion, folk tales and songs, ballads, biographies of folk legends, social and religious leaders, better family life and wit and humour. ■

Regional Workshop on Developing Neo-Literate Material

The Centre for Adult Continuing Education and Extension (CACEE), University of Kerala in collaboration with Directorate of Adult Education, Government of India organised a regional workshop in Thiruvananthapuram on November 16-21, 1998. Thirty participants from Southern States participated.

Inaugurating the workshop Dr. N Babu, Vice-Chancellor of the University said that the Universities should study the problems and issues of the society and should try to solve them. About 22 manuscripts were developed in South Indian languages.

In the valedictory session Dr. Madhu Omaloor, Director, SRC, KM Kerala and Dr. Sashibooshan, Director, KSLMA addressed the participants.

Among others, who participated in the workshop as resource persons were Dr. DS Mishra, DAE, Shri Bhaktha Priya, Consultant, DAE, Dr. KS Pillai and Dr. V Reghu. ■

India Home to 27 Per Cent of World's Poor

During its meeting in Bangkok from Sep 15-17, 1998, the Committee on Socio-economic Measures to Alleviate Poverty in Rural and Urban Areas reviewed and analysed global and regional trends and developments that are having an impact on the poverty situation in the ESCAP region and recommended development policy options and programme strategies to improve the situation.

A representative of the Indian delegation explained that India accounts for about 27 per cent of the world's 1.3 billion poor. Of the many programmes implemented by the Government for poverty alleviation, one is a self-employment programme known as Integrated Rural Development Programme. Under this scheme which was started in 1980, 52.7 million families have been assisted.

Some of the achievements under the Child Survival and Safe Motherhood and the Reproductive and Child Health programmes were also outlined. As regards family planning, the couple protection rate has been increased from 10.4 per cent of eligible couples in the period 1970-71 to 45.4 per cent in 1997, the representative said.

Because of increased rural to urban migration, the urban population growth rate is much higher than the national average and the rate of growth of the urban poor population has been even higher. ■



DOCUMENTS

Gadam, Sudhakar N. **Total Literacy Campaign of Sangli District: External Evaluation Report.** Pune, Gokhale Institute of Politics and Economics, 1997. p 105. Rs.160.

The report is divided into six chapters. The first chapter gives the profile of the Sangli district. The second chapter gives methodology of the external evaluation. In the third chapter administrative set up is explained which also includes the information regarding training activities carried during the TLC. The fourth chapter is an overview of environment building and other activities. The literacy achievements are presented in chapter five. The last chapter contains conclusions and recommendations.

Rao, Digumarti Bhaskara. Ed. **Encyclopaedia of Education for All : Education for All the EFA-9 Summit.** Volume II, New Delhi, APH Publishing Corporation (5 Ansari Road), 1996, p 329, Rs.600.

The document is divided into six parts. The first part is on education for all in the nine high-population countries: analysis and synthesis. Part second is on popular participation, mobilisation and decentralisation for education for all. Part three is on external and internal resource mobilisation for education for all. Part four is on the district primary education programme - an onward march. Part five is on EFA-9 Summit: Panel Proceedings. The last part is the final report.

Channa, S.M. Ed. **Sexuality and Culture.** New Delhi, COSMO Publications. 1998, Rs.970, p 274.

This book is a collection of articles on sexuality among males and females.

It also examines lactation and menstruation in cultural perspective. Homosexuality in different countries has also been dealt in this book.

Lawani, B.T. **Non-Government Organizations in Development : Case Study of Solapur District.** Jaipur, Rawat Publications (3-N 920, Jawahar Nagar), 1999, p 259, Rs.275.

The volume is divided into eight chapters. Chapter I and II are on voluntary organisations : a conceptual framework and voluntary action in India. Chapter III is on research methodology. Chapter IV, V and VI are on profile of voluntary organizations, contribution of voluntary organisations in social welfare and development and volunteerism and professional social work practice in voluntary organizations. Chapter VII discusses problems, difficulties and deficiencies of voluntary organizations. The last chapter is on summary, findings and suggestions.

Parakh, B.S. **Population Education : Inception to Institutionalisation.** New Delhi, NCERT, Sri Aurobindo Marg, 1985, p 355.

The book is divided into five sections. The first section deals with the conceptual framework of population education and its various ramifications, the philosophy, rationale,

why's and wherefore's of population education. The second is on the identification and development of suitable strategies for the introduction of the educational innovation in the formal educational settings. The third section includes a few sample curricular, textual, instructional and training materials. The fourth section deals with the complex problem of evaluation of the population education programme. The last section is devoted to the issue of institutionalisation of population education.

Rajput, J.S. **Education in a Changing World : Fallacies and Forces.** New Delhi, Vikas Publishing House Pvt. Ltd. (576 Masjid Road, Jangpura), 1999, p 262, Rs.395.

The volume analyses several critical areas in education and teacher education in the specific socio-economic context.

It is divided into three parts. The first part is on educational change and school education. Part second deals with facets of elementary education and part three is on teacher education.

In the first part issues discussed are value education; education of human value and towards decentralising education, etc.

The second part deals with education for all; education of the girl child; environmental education and competency - based learning, etc. The last part mainly deals with continuing, scientific and technological literacy, assessing teacher effectiveness in schools in India and in-service education for school teachers, etc.



Literacy rate now 64 per cent

NSSO Estimates

The National Sample Survey Organisation (NSSO) data for the National Literacy Mission shows that the overall literacy rate has increased from 52 per cent in 1991 to 64 per cent in 1998. For the first time ever, the rise in literacy in rural areas has been higher than in urban areas by 2 per cent. There has also been a rise in female literacy rate from 9 per cent to 11 per cent.

The NSSO figures show that the increase in literacy was particularly rapid between July 1995 and December 1997. This was, in fact, the period for the NLM when literacy campaigns moved northwards into the Hindi heartland.

All the states and Union territories have shown an improvement, with the exception Jammu and Kashmir where ravages of terrorism and migration have taken their toll. Kerala retains the top spot with the literacy rate having gone up from 89.81 per cent to 93 per cent. Among the smaller units, Andaman and Nicobar Islands is now at 97 per cent, Lakshwadeep, 96 per cent and Mizoram, 95 per cent.

NSSO figures show that compared to the international levels, India's literacy rate has now outstripped countries such as Nigeria, Iraq, Egypt, Ghana, Saudi Arabia and Uganda. It has also gone far ahead of its neighbours - Pakistan, Bangladesh and Nepal.

The initial target of the NLM was to make 80 million persons in the age group of 15-35 years functionally literate and to cover 345 districts of the country by the end of the year 1995. NLM is now committed to make 100 million people literate by 1998-99 and to bring about total literacy by 2005.

TLC, PL & CE

Current Position

448 out of 520 districts in the country are at present are under Total Literacy Campaign. The Mission accesses 130 million people through ten million volunteers. 72 million people have been made literate.

Post literacy programme has been launched in 178 districts. It is aimed at taking the neo-literates from a dependent to a self guided learning stage as well as promoting the development of income generating skills in the process. One year of post-literacy leads to the stage of continuing education centres where neo-literates have access to centres that will cater to the composite requirements of adult learners.

3297 Continuing Education Centres and 420 Nodal Centres are in operation in 61 districts spread over 13 States.

International Study Circle Programme

The International Federation of Workers Education Associations (IFWEA) in collaboration with Labour Education and Research Network (LEARN), Manila, Phillipines has launched an international study circle project in six countries in Asia. The project aims to develop a collaborative workers education programme in the Asian region to allow workers and trade unions to share experiences of the effects of globalisation and how they might respond collectively to the challenges posed by the global economy. Entitled Globalisation and the Responses of Trade Unions in Asia, the programme brings together six countries i.e. Phillipines, Taiwan, Australia, Korea, India and Pakistan.

The participants in each country will discuss the following :

- Understanding Globalisation
- Features of Globalisation
- Instruments of Globalisation
- The Effects of Globalisation on Workers and Trade Unions
- Responding to Globalisation

The Indian Adult Education Association is participating in this project. The first meeting of ISC-India was held in Indore (M.P.) on February 18, 1999.

Four more meetings will be held in March-April this year.

Shri KC Choudhary is the facilitator of the programme.

Large-scale involvement of village bodies proposed

A large-scale involvement of gram sabhas (village bodies) and panchayati raj institutions is envisaged in the 1999-2000 Union Budget for the expansion of health care, education and employment opportunities.

The Government proposes to "integrate and synergise" the existing programmes for health care, family welfare and rural development in different Central Ministries.

The Centre would provide funds to such "gram panchayats" that come forward with their own contribution to set up primary health care facilities in their respective areas. State governments will provide a matching assistance.

Primary education has been recognised as critical for empowering people. The Government proposes to implement an "education guarantee scheme" at the national level. The aim would be to provide an elementary school in every habitation which does not have one within a radius of one k.m.

At least 1.8 lakh such schools would become operational during the next three years of the Ninth Plan. The resources available under the existing Centrally sponsored education schemes would be mobilised to support the initiative. Initially the local community would provide premises and select a part time teacher.

Teaching material and other assistance would be provided by the Central and the state governments, while village panchayats would mobilise contribution from the local community in cash and kind to run the school for at least two years. After this it would be upgraded on a permanent basis.

The Government has proposed involving panchayati raj institutions in its efforts to enhance the

effectiveness of self-employment and wage employment schemes. As part of the four-pronged strategy, the existing Jawahar Rozgar Yojana would be modified to ensure that all funds were placed at the disposal of village panchayats for the creation of rural infrastructure.

PG Course on AIDS

The Indian Medical Association (IMA) will soon introduce a postgraduate course in HIV/AIDS and sexually transmitted diseases for practising physicians all over the country which will also be recognised by the Medical Council of India.

This decision is reported to have been taken by the IMA after a joint meeting with the National AIDS Control Organisation (NACO), Unicef, National Institute of Communicable Diseases and World Health Organisation.

"This course which shall be of six months duration will be a certificate course," said an executive body member of the IMA, Dr. Sudipta Ray.

"Though NACO organises training programmes for doctors and para-medical staff, those are very short-term programmes and it is not enough for the doctors," said Dr. Naresh Goel, who is the project officer for this course of the IMA.

He also said that the existing medical syllabus which is taught in different universities all over the country does not include this subject as a part of its curriculum.

"This course will definitely help the doctors to get a structured course on the subject which will help them to deal with the issue both medically and socially," said the general secretary of the IMA, Dr. Prem Agarwal.

The course consists of 20 modules. "This will be a correspondence course and one expects that more than 2,000 doctors should enroll in this course," said Dr. Goel.

The IMA is also going to hold talks with the MCI to incorporate this course in the medical syllabus.

Council for Older Persons to be Set Up

Concerned over the increasing ageing population in the country, the Union Government has decided to set up a National Council for Older Persons for redressal of their grievances.

Headed by the Union Minister for Social Justice and Empowerment, the Council would comprise senior citizens, social activists, policy planners, law makers and NGOs. One of the important functions of the Council would be to listen to the complaints and grievances of older persons in regard to non-receipt of retirements benefits, including gratuity, pensions, and other claims. The government has allocated Rs.20 crore in the current financial assistance to about 400 NGOs engaged in these activities besides purchasing around 200 mobile medicare vans.

The government has also decided to increase the one-time financial grant of construction of old-age homes and service centres for older persons from Rs. five lakh to Rs.30 lakh. Under this scheme, NGOs, self-help groups and Panchayat Raj institutions would be given cent per cent grant for construction of such homes.

Under the revised scheme for social defence, organisations which provide career guidance, training and orientation as well as support services would be assisted.

Funds would also be provided to NGOs to establish resource centres as re-employment bureaux in major cities.

Existing institutional mechanisms for settling disputes/claims - like tribunals, family courts, consumer courts, lok *adalats* and even judicial courts - would be requested to attend to the problems of aged on a fast track and out-of-turn basis. ■

Forum on Population and Development Issues

The Forum on Population and Development Issues concluded in the Hague on 12 February with delegates from 177 states approving a report covering such vital areas as creation of an enabling environment for population programmes, gender equality and the empowerment of women, reproductive rights and health, strengthening partnerships and financing.

The forum had been held to appraise the implementation of the Programme of Action adopted at the 1994 International Conference on Population and Development (ICPD). Addressing the closing session of the forum Dr. Nafis Sadik, the head of the United Nations Population Fund (UNFPA), said that the most important achievement of the meeting was showing that the ICPD "was far more than a piece of paper" and that it worked.

The Executive Director of UNFPA said that in all of the countries represented at the forum some steps had been taken to make the ICPD a reality and its implementation was moving ahead rapidly. She said that participants had demonstrated that population was a very broad concept which encompassed action by communities to ensure that women did not need to fear violence and included policies to ensure that social programmes were given due priority in allocating national development resources.

Dr. Sadik pointed out, however, that a number of challenges and obstacles still remained. Notable among these, she added, were a weak political commitment to the right of adolescents to reproductive health and different approaches which led societies to different conclusions. Other reproductive health issues which needed attention, Dr. Sadik added, were the needs of women and adolescent girls in emergency situations.

The dialogue in the Hague, the head of UNFPA said, had confirmed that governments were increasingly involving non-governmental organizations, including women's and youth groups, in policy formulation and programme implementation. She said that the participants had also addressed the need to deal with the constraints which still hindered the enabling environment for the Programme of Action. ■

Male Participation "Crucial" Says New Hopkins Report

An estimated 75 million unintended pregnancies each year has prompted a new report from the Johns Hopkins School of Public Health to maintain that it is "Crucial" for men to participate in family planning.

The report observes that 100 million married women have "Unmet Need" for family planning, defined as women who are found, sexually active and do not want to become pregnant but are not using either modern or traditional contraceptive methods.

According to DHS nine per cent of married women who have unmet need cite their husbands' disapproval as the principal reason they do not use contraception, 87 per cent in Uttar Pradesh, India, said the decision rests with their husbands (International Centre of Research on Women, Washington, D.C.), many women in urban Guatemala, often deferred to their husbands' wishes, while in Manila and several rural areas of the Philippines, women's fears of side effects together with their husband fears explained much of the unmet need.

The report says that not everyone agrees that encouraging men to participate in reproductive health activities is a good way to improve women's reproductive health. The provision of reproductive health care to men and engaging their participation in family planning can be scaled to suit resources and priorities, the report maintains. ■

Choudhary felicitated

Shri KC Choudhary, General Secretary, IAEA has been felicitated for completing over 25 years of distinguished service as an advocate at the felicitation function organised by Mhow Bar Association in Mhow on January 16, 1999.

Mr. Justice RC Lahoti, Supreme Court Judge was the Chief Guest on the occasion. Mr. Justice GS Soni (Retd.), former Chairman, MP Human Rights Commission was the Special Guest. Shri Rameshwar Neekhra, former Member of Parliament and President, MP Bar Council presided.

15 other advocates were also felicitated on the occasion. Shri NC Pant, President, Mhow Bar Association and Joint Secretary, IAEA was the convener of the function.

Harmony Award

Smt. Shagufta Khan, Secretary, Gharib Nawaz Mahila Avam Bal Kalyan Samiti, Ajmer and a life member of IAEA has been awarded Ram Krishna Jaidayal Harmony Award by the Organisation of Understanding and Fraternity in New Delhi recently. The award was given away by Shri N Ram, Editor, Frontline.

UN International Years

1999 - International Year of Older Persons

2000 - International Year for the Culture of Peace

Shri Sabir Dutt, renowned litterateur and editor of 'Fan aur Shakhshiyat', died of cancer in Mumbai on Feb 3, 1999.

Education and Human Rights

An international conference on human rights held recently in Pune emphasised the need to eliminate poverty for meaningful progress in protecting and promoting human rights. Without eliminating poverty and meeting basic needs such as food, education and means of livelihood, the cause of human rights cannot be advanced, the participants noted.

National Human Rights Commission Chairman Justice M Venkatachaliah and the eminent scholar Dr. Karan Singh were most emphatic on the need to fulfil the basic rights of the citizens.

"Poverty is the worst violator of human rights," Dr. Karan Singh said, adding that unless the shackles of poverty were broken, "we cannot talk of human rights."

Addressing a four-day conference on education and human rights at the Maharashtra Institute of Technology, Dr. Singh expressed anguish at the fact that there were more illiterates in the country today than before independence. Education was the key to promoting human rights among children and the general public, Dr. Singh said.

The overwhelming state of illiteracy could be overcome, he said, by spreading education through the Panchayati Raj and through community efforts.

Pointing out to the havoc played by insurgency and terrorism, Dr. Singh said that extreme acts of violence created conditions for the trampling of human rights. Violence and terrorism must be condemned, he said, stating that these could be curbed through an international drive against terrorism.

In his presidential address, Justice Venkatachaliah noted that the 20th century was the bloodiest century in human history with 90 million people killed in wars and 120 million more in other political and religious conflicts and other disasters. ■

Gender Mainstreaming : A UNDP Mandate

UNDP defines gender mainstreaming as "taking account of gender equality concerns in all policy, programme, administrative and financial activities, and in organisational procedures, thereby contributing to organisational transformation."

Specifically, gender mainstreaming implies bringing the outcome of gendered socio-economic and policy analysis into all decision-making processes of the organisation. This includes core policy decisions as well as the small everyday decisions of programme implementation.

Gender mainstreaming is not a process which begins and ends with women. It does not mean only having an equal number of women and men in the organisation or supporting programmes exclusively for women, although it includes these aspects. Gender mainstreaming implies including women, but does not imply excluding men.

UNDP sees gender mainstreaming as a strategy for bringing about gender equality through creating space for everyone - women and men in organisations as well as in communities - to contribute to the process of articulating a shared vision of sustainable human development and translating it into reality.

Gender mainstreaming cannot take place in an organisation which is closed, inflexible and does not value people. Because gender mainstreaming demands a caring, flexible and empowering environment, it creates opportunities for women and men at every level within the organisation. Each individual stands to benefit, and therefore each individual must share the responsibility.

According to a 1997 UNDP Guidance Note on Gender Mainstreaming, mainstreaming of

gender equality goals....

- is part of the reorientation of methods to ensure holistic approaches to the empowerment and well-being of people;
- is part of the processes of change in UNDP;
- is not an end in itself but a strategy for bringing about gender equality within countries as well as within the organisation;
- has policy, programme, human resource, financial and administration dimensions, and
- is mandated by the Platform of Action from Beijing, which has been agreed to by all countries.

Kerala Inching Towards Zero Population Growth

Within three decades Kerala will achieve zero population growth - which will wipe unemployment and raise the life expectancy by several years. This matter was revealed in a study report published recently by S. Irudaya Rajan and K.C. Zachariah of Centre for Development Studies, Thiruvananthapuram.

Other observations

Decline of fertility rate (1.7 children per fertile women as of 1993) in Kerala might lead to short spells of negative population growth in 25 to 30 years from now and wipe out employment of the educated youth in the next five decades.

The improving health care facilities will raise life expectancy of men to 78 and women to 84 from the current 70 and 76 respectively by 2051 A.D.

The growth of Population in 1991-2001 would be restricted to 25 lakhs as against a growth of 35 lakhs in 1981-91. The school age Population (Children below 15 years of age) would shrink considerably in the coming decades. ■

- Aksharam

Unesco Library, Documentation Information Services (LDIS)

The Unesco, New Delhi Library, Documentation and Information Services was set up in 1948. It aims to provide information and documentation support to the regional and country programmes for sharing and exchange of information materials.

It contains 30,000 volumes consisting of Unesco publications and other publications on education, science, culture, communication, social and human sciences, informatics and libraries. It also includes 500 periodicals, video programmes, audio-visual materials and CD-ROMs.

The services are available to Government Officials, media people, NGOs and persons undertaking research from universities, libraries and documentalists etc.

Further information : Unesco Library and Documentation Information Services, 8 Poorvi Marg, Vasant Vihar, New Delhi - 110 057.

E-mail : Unesco.delhi@Unesco.org

Tele : 6140038, 6140039

Fax : 91(11) 6143351; 6142714

One Billion Illiterates by Year 2000

Nearly a billion people will enter the 21st century, unable to read a text or sign their names, according to the UNICEF State of World's Children report. Even less will be able to operate a computer or understand a simple application form. Besides they will live in more severe poverty and poorer health than most others.

The alarming fact is that this population of world's functional illiterates is growing.

The Report underscores the urgency of education worldwide, especially the education of the girl child. It exhorts governments to prioritise education as a means to eradicate poverty. ■

Orientation Programme for Station House Officers in Andhra Pradesh

A three-day course on "Motivation & Leadership" for Station House Officers of Prakasam District in Andhra Pradesh was conducted at Ongole from 21st to 23rd January, 1999 by the Department of Adult Continuing Education and Extension, Nagarjuna University. The Adult Education Department interfaced with the Superintendent of Police and the Resource Persons with the expert advice of Prof. P Thrimurthy, Head of Computer Science, Nagarjuna University. The course was attended by 23 Sub Inspectors, 2 Circle Inspectors and 2 Deputy Superintendents of Police.

The following subjects were covered : (i) Techniques of self motivation; (ii) Leadership; (iii) Objectives of Police force; (iv) MIS; (v) Planning; and (vi) Social impact of Police on society in general. ■

Reading newspapers with Newly literate adults

'Reading newspapers with newly-literate adults' is a project developed by Het Noorderpoortcollege, a school for adult education, and Nieuwsblad van het Noorden, a regional paper in the north of the Netherlands. They developed special materials for learners to practice reading skills and extend the motivation to read newspapers. Three booklets used interesting, unusual easy-to-read articles from newspapers, with titles like "Mother Beats Boxer With Shoe". The fourth examined people's attitudes towards reading the paper.

In the Netherlands, 4 per cent of adults (400,000) have difficulties in reading and writing. More than 50 per cent of Dutch illiterates are unemployed. The government developed a programme to strengthen the motivation of learners to read newspapers and develop special reading strategies for new-literates. ■

Orientation Programme for TLC Functionaries in Haryana

The Haryana Branch of the Indian Adult Education Association organised a two-day Orientation Programme for key-level functionaries of TLC Districts of Haryana at Sohna Tourist Complex, District Gurgaon on January 30-31, 1999.

During the two day programme the current situation of literacy campaign in Haryana, management of literacy campaign, monitoring, concurrent evaluation and external evaluation were discussed.

The resource support was provided by Shri Mushtaq Ahmed, Chairman, National Institute of Adult Education; Shri Prem Chand, Consultant, National Literacy Mission; Smt. Nishat Farooq, Director, State Resource Centre, Jamia Millia Islamia and Shri JL Sachdeva, Director, Indian Adult Education Association.

The Chairman of the Branch Shri RN Mahlawat presided over the two-day meet. ■

Day of Six Billion Moved to 12th October

Based on revised population estimates the UNFPA recently chose a new date to mark the Day of Six Billion, i.e. 12th October rather than 16th June 1999.

"Declines in fertility levels have pushed back the date the world population will reach six billion people", said UNFPA Executive Director, Dr. Nafis Sadik.

International Year

(March-June)

8th March

International Women's Day

7th April

Health for the Elderly

15th May

International Day of Families

5th June

World Environment Day

Contribution of Universities in Nation Building*

C.L. Kundu

The present commemorative volume purports to introduce both the lay and expert alike to the variety of responses Indian Universities have offered to the challenges, the nation has faced in the past fifty years of her freedom from foreign rule. As one goes through the write-ups one is struck by the vibrancy and dynamism which even the traditional universities possess and the way they have accepted the reality of contemporary market forces, changes in telecom and information technology and the ever newer demands like vocational courses, the computer education and instruction and the management sciences, our new emerging clientele forces them to meet.

Indian Universities face challenges both from within and without. Due to international competition which has become awesome, the content of the book surely and interestingly indicates how our universities are standing up to the standards set up by their first world counterparts. Our universities have made us proud both nationally and internationally.

Needless to say, the book provides a volume of data for analysis and makes us proud of our tremendous contribution worthy of emulation. We certainly can be justifiably proud of our achievements through the large university system which we have established. Indian universities today have undoubtedly provided the human resource infrastructure to the country, the large skilled resource which leads the nation in every walk of life. Indeed, India has developed a higher education system capable of sustaining many areas of activity. Singh's skillful and excellent presentation mentioning inter-alia

inputs in the system by way of essential financial requirements and by greater collaboration of the system with agriculture, rural institutes and university - Industry linkages, the universities could further contribute to national development. **Through adult and continuing education programmes it has reached the unreached.** The volume yielding several chapters with very meaningful titles and sub-titles have reflected many aspects of activities of our universities in a systematic, logical and rational manner.

The areas that have been extensively taken up are (a) newer courses and frontier areas of research, newer methods of evaluation, reforms that have taken place in the system of examination, social commitment, access and equity, relevance and quality of higher education, management and social change. Appendices provide useful information.

Chapter-I dealing with Indian universities - an overview, problems and concerns - thinking for tomorrow, unfolds the history of the founding and the functioning of our modern day universities and highlights the areas of social concern in the background of historical perspective, problems demanding immediate attention, equity and relevance, politics of youth wings and teacher unions and the public financing of higher education. Singh's warning, as we enter third millennium, that universities of tomorrow will have to identify more and more with nation interest without underplaying their academic role. We have to measure up to the norms and not to be assessed either in terms of cost-benefit analysis or be declared as producing 'non-merit goods'. In Section II, Prismatic presentation mentions, portraits of uniqueness - self etchings incorporating the

contribution of Calcutta, Mumbai, Madras and Delhi Universities and Centres for excellence in various disciplines and specialised courses including agriculture, medicine and technology.

Chapter III Vignettes of Excellence - Innovations for relevance presents self-perceptions of each university as reported discerning the varying degrees of emphasis they lay on the academic as well as regional areas they represent.

Section-III stepping into future recreating leadership image authored by G.D. Sharma, Secretary of the Commission in an erudite, informative and scholarly style has mentioned the challenges of providing human power to various sectors of economy and social system as well as R & D Institutions. His understanding that pace of development needs to be much faster and hence higher education has a major role to play. Future demands a forward looking policy frame, ability to create a dynamic system of higher education with adequate infrastructural facilities and determined leadership with vision and will to stand up to any challenges from any quarters.

Standing on the threshold of the third millennium, the present volume stands as an outstanding contribution serving the twin objectives of the attempt made to take stock of what has already been achieved, what remains to be done and setting an agenda for the future.

It is hoped that the efforts made by RP Singh will serve the purpose of informing academicians, scholars, policy framers and the public at large about the Indian university system and its contribution in the nation building. University Grants Commission needs to be congratulated for bringing out a volume focussing on the contribution of the universities in the development of the country.

*The reviewer is former Vice-Chancellor,
Himachal Pradesh University*

*R.P. Singh Ed. *Indian Universities Towards Nation Building*, New Delhi, University Grants Commission, pp 314. Rs.395.



Singh, Indramani and Parasuraman, Raja. Editors. **Human Cognition : A Mulidisciplinary Perspective**. New Delhi, Sage Publications (M-32 Market, Greater Kailash I); 1998, p 372, Rs.425.

The book is divided into three sections. The first section of the book discusses new techniques for imaging the human brain and the dependence of cognition on the underlying neurology. The second section examines, among other issues, the mechanisms of attention and neural functioning in Alzheimer's disease; aging and selective attention; psycholinguistic issues contributing to linguistic diversity and the shaping of language; and the application of cognitive psychology to social functioning. The last section deals with areas in which theoretically rigorous cognitive models may contribute to real world issues.

Mehta, Prayag. **A Psychological Strategy for Alternative Human Development : India's Performance since Independence**. New Delhi, Sage Publications (M-32 Market, Greater Kailash I), 1998, p 252, Rs.375.

The book is divided into seven chapters. Chapter I and II are on human development in India and behavioural tendencies in state functioning and in management of programmes. Chapter III is on government, bureaucracy and human development. Chapter IV, V and VI are on goals of human development : need for structural and behavioural changes, accelerating human development : the need for active state interventions and public activism for human development. The last chapter is on democratisation and human development : a psychological strategy for alternative action.

Dev, Arjun, Dev Indira Arjun and Das, Supta. Comp. **Human Rights : A Source Book**. New Delhi, NCERT (Sri Aurobindo Marg), 1996, p 233, Rs.65.

The book is divided into four sections. The section I and II are on historical documents and declarations, covenants and conventions issued under the auspices of the United Nations. Section III is on human rights enshrined in the Indian Constitution and law. The last section is on recommendations and Plan of Action formulated by Unesco for human rights education and some parts of the National Policy on Education having a bearing on human rights.

Dave, P.N. **Out-of-School Education in South Asia : A Scenario**. New Delhi, NCERT (Sri Aurobindo Marg), 1992, p 99.

The book is divided into five sections. Section I and II are on background of the case study and concept of basic education. Section III and IV are on progress achieved and present scenario of UPE and innovative programmes for out-of-school children. The last section is on review of NFE Programmes/ Project for UPE. It covers a wide spectrum of problems and offering data-based solutions to the education of out-of-school children.

Mukherjee, Biswapati. Editor. **Traditional Medicine : Proceedings of an International Seminar**. New Delhi, Oxford IBH Publishing Co. Pvt. Ltd. (66 Janpath), 1993, p 403, Rs.395.

This book encompasses areas like the history, social and cultural research on traditional medicine, role of traditional medicine in primary health care, commercial production and sale of traditional medicines, current status of traditional medicines in different countries of the world and the most recent scientific endeavours that are going on for

finding newer drugs exploiting traditional sources to combat many dreadful diseases. The book provides valuable informations on aroma chemistry of live flowers, fruits, herbs and spices of medicinal value, exciting new approach to cancer chemotherapy; the topics like immunosuppressants from natural sources; noval bioactivities of phytochemicals, role of marine biota in traditional medicine, among others.

Sandhu, Anoop Singh. **Extension Programme Planning**. New Delhi, Oxford JBH Publishing Co. Pvt. Ltd. (66 Janpath), 1996, p 158, Rs.64.

The book reviews the research in extension programme planning and critically examines the legitimacy of its philosophy, principles, methods and the purpose of programme planning as well as the need and the mechanism of people's involvement.

Ramaswami, N. **A Handbook of Training and Development**. Chennai, T.R. Publications Pvt. Ltd. (57 South Usman Road, PMG Complex, IInd Floor), 1992, p 156, Rs.95.

The book deals with all the theoretical aspects of training in Human Resource Management covering the various topics like trainer-trainee relations, problems and solutions of training, motivation, communication, modes and methods of imparting training etc.

Supe, S.V. **An Introduction to Extension Education**. Second Edition. New Delhi, Oxford & IBH Publishing Co. Pvt. Ltd. (66 Janpath), 1983, p 69, Rs.69.

The book is divided into seven chapters. Chapter I and II are on extension education and extension educational psychology. Chapter III communication of innovations. Chapter IV, V and VI are on extension teaching methods, extension programme planning and

extension administration. The last chapter is on rural sociology and community organisation.

Bamji, Mahtab S. Rao, N. Pralhad and Reddy, Vinodini, Editors. **Textbook of Human Nutrition**. New Delhi, Oxford & IBH Publishing Co. Pvt. Ltd. (66 Janpath), 1998, p 507, Rs.190.

The book is divided into seven sections. Section I and II are on chemical nature, physiology and metabolism of nutrients and assessment of nutrition status and nutrient requirements. Section III is on functional significance of nutrition. Section IV, V and VI are on nutritional deficiency disorders, diet, nutrition and degenerative diseases and food toxicities. The last section is on reaching nutrients to the community.

Thakur, R.N. **Plight of the Minorities : Problems and Grievances in their Education**. New Delhi, Gyan Publishing House (5 Ansari Road), 1999, p 219, Rs.325.

The book is divided into three parts. Part one relates to the conceptual and constitutional aspects of the minorities. Part two is devoted to the study of the financial grievances of the minority managed educational institutions covering fifteen major States and Union Territories. Part three is devoted to the study of the non-financial and sundry other grievances of these institutions.

Shottan, John Robert. **Learning and Freedom : Policy, Pedagogy and Paradigms in Indian Education and Schooling**. New Delhi, Sage Publications (M-32 Market, Greater Kailash I), 1998, p 209, Rs.295.

It is divided into four chapters. The first chapter attempts to scan educational provision as it currently exists in India. The second chapter is on exploration of a new philosophical and practical base.

The third chapter is on examination of a series of highly successful projects across India and in other developing countries. The last chapter is on consideration of the key factors that will influence any educational policy in the twenty-first century.

Sharma, S.P. and Sharma, J.B. **Tribal Demography**. New Delhi, Radha Publications (4378/4B, Ansari Road, Daryaganj), 1999, p 371, Rs.625.

The book is divided into six chapters. The first chapter deals with the appraised, process, fertility, migration and morality of tribal demography. Population profile, size and distribution, growth of population, composition of age and sex, adjustment of basic data and demographic development have been critically analysed in the second chapter. The third chapter describes theory of social development of tribal demography. The fourth chapter is on politico-economic development of demography, nature of tribal crime, pattern of living, indebtedness and education. Chapter fifth throws light on indicators of tribal demography and socio-economic characters of family structure. Methods and material of socio-biological demography and demographic behaviour has been discussed in the last chapter of the book.

Usha Devi, R. **Divorced Women : Socio-Psychological Problems**. New Delhi, APH Publishing Corporation (5 Ansari Road, Daryaganj), 1998, p 170, Rs.400.

The book is divided into six chapters. Chapter I explains the evaluation of divorce through the ages in India, the review of earlier studies on divorce and theoretical explanation of marriage, family disorganisation and divorce. Chapter II explains the methodology of the study. 300 respondents were selected at random from the three districts of

Thiruvananthapuram, Ernakulam and Kozhikode. The total respondents included 121 Hindus, 100 Muslims and 79 Christians. Chapter III aims at finding out the socio-economic background of divorced women and knowing how age, education, religion and income are related to divorce. Chapter IV underlines the reasons leading to divorce. It was found that the actual reasons leading to divorce was often different from the legal grounds on which divorce was obtained. Chapter V discusses major factors through which a divorced woman overcomes her feelings of insecurity by attaining economic independence. The last chapter throws light on frequency of remarriages after divorce.

Dave, P.N. and Venkatesha Murthy, C.G. **Educational Research and Innovations 1988-1992 : A Bibliography**. New Delhi, NCERT (Sri Aurobindo Marg), 1993, p 219, Rs.34.50.

It is divided into two parts. Part first is bibliography, i.e. alphabetical list of author, year of awards/submission/publication (in case of papers/books) title, type of study, university/institute of journal, initials of the contact person and Master File Number (MFN). Part second is on index of universities including the name, address and designation of the contact person and the index of subject.

The SASEANEE Circular

The SASEANEE circular is the newsletter of the South and Southeast Asia Education Network for Environmental.

SASEANEE is a network of agencies and individuals involved in or interested in networking, initiating, or supporting environmental education programmes in the region. The Secretariat of the network is at the Centre for Environment Education (CEE), Thaltej Tekra, Ahmedabad.



Nehru and Tagore Literacy Awards *Recommendations Invited*

The Indian Adult Education Association (IAEA) has invited recommendations for 1999 Nehru and Tagore Literacy Awards for outstanding contribution towards the promotion of literacy, adult education and continuing education by an individual or an institution.

The Nehru Literacy Award instituted in 1968 recognises the services of individuals or institutions who have done meritorious work in promotion of literacy and adult education in the country.

The Tagore Literacy Award instituted in 1987 recognises those individuals or institutions who have made a significant contribution towards the **promotion of adult education among women, creating awareness among them and improving their social and economic status.**

The awardees will be selected from panel of names recommended by NLMA, DAE, NIEPA, NCERT, UGC, TLC/PL/CE Districts, State Education

Departments, State Resource Centres, Universities, Members of IAEA and other educational bodies of national level.

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

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

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

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

least five years of continuous work in the field of adult and continuing education.

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

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

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

The last date for receipt of recommendations on prescribed proforma (separately for Nehru and Tagore Awards) is **July 31, 1999.** (**Forms for making recommendations are available in this Newsletter.**)

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

E-mail : iaea@vsnl.com

Active Ageing Makes the Difference

The United Nations is marking the Year 1999 as the International Year of Older Persons with the theme "Towards a Society for All Ages". A key principle will be the concept of Active Ageing, whereby people of all ages are encouraged to take steps to ensure greater health and well being in the later years for themselves and for their communities. The theme of the World Health Day - April 7, 1999 "Active Ageing makes the difference" recognises and emphasizes this fact.

With the rise in the life expectancy in virtually all populations throughout the world, the number of people reaching old age is increasing. Currently there are 580 million people in the world who are aged 60 years or above. This figure is expected to rise to 1,000 million by 2020. India has an elderly population of 75 million and by 2020 this is expected to rise to 150 million. Older people are often viewed as a burden, mainly due to the fact that they are at a higher risk of developing chronic diseases which in turn may result in disability. Chronic diseases like high blood pressure, heart disease, diabetes and cancer can to some extent be modified or mitigated by life style changes. Healthy life styles include all aspects of one's life i.e. eating a balanced diet, maintaining adequate physical activity, avoiding smoking and alcohol consumption. For older people fresh fruits and green vegetables should form almost 700-800 Gms. of their daily diet. Seasonal vegetables and fruits are available throughout most of the year. Brisk walk is the safest and easiest form of physical activity for the elderly. A forty-five minutes to one hour walk will usually suffice. Alcohol and smoking cessation even at later ages benefits the individual. Although it is important to inculcate healthy life styles at an early age, it is never too late to give up

unhealthy life styles. According to 1996 Report on "Global Burden of Disease" alcohol use is the leading cause of male disability and the fourth biggest cause in men in developing regions. The increasing trend in young adults of smoking and drinking needs to be curbed if healthy ageing is to be attained. It is a known fact that the capacity of our biological systems increases during the first years of life, reaches its peak in early adulthood and declines thereafter. How fast it declines, however is largely determined by external factors

relating to life style. Unhealthy life style accelerates the decline in functional capacity than would normally be expected for his/her age. The gradient of decline may become so steep as to result in disability.

Hence factors and healthy life styles which keep people healthy into older ages should be adopted and promoted by all concerned-individual/families/communities and organisations. If people remain healthy, they will lead normal productive lives for a long time and will never become a burden on society.

*Dr. Sneh L Misra
The Indian Scouter*

FORM - IV (See Rule 8)

- | | |
|--------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| 1. Place of Publication | Indian Adult Education Association |
| 2. Periodicity of its Publication | Monthly |
| 3. Printer's Name | J.L. Sachdeva |
| Nationality | Indian |
| Address | 17-B, Indraprastha Estate
New Delhi - 110 002 |
| 4. Publisher's Name | J.L. Sachdeva |
| Nationality | Indian |
| Address | 17-B, Indraprastha Estate
New Delhi - 110 002 |
| 5. Editor's Name | J.L. Sachdeva |
| Nationality | Indian |
| Address | 17-B, Indraprastha Estate
New Delhi - 110 002 |
| 6. Name and address of individuals who own the newspaper and partners or shareholders, holding more than one per cent of the total capital | Indian Adult Education Association
17-B, Indraprastha Estate
New Delhi - 110 002 |

I, J.L. Sachdeva hereby declare that the particulars given above are true to the best of my knowledge and belief.

J.L. Sachdeva
Signature of Publisher

Dated : 26.2.99

INDIAN ADULT EDUCATION ASSOCIATION

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

Recommendation for

NEHRU LITERACY AWARD

(where space is insufficient, kindly use separate sheet)

YEAR _____

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

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

3. Designation of worker (if recommended)

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

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

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

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

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

7. Any additional information

Date _____

Signature of the Recommending Authority

Indian Educational Abstracts

The National Council of Educational Research and Training (NCERT) is bringing out the half yearly abstracting service of researches in education and allied disciplines titled "Indian Educational Abstracts" (IEA). It covers those study abstracts which have any relevance for education/educational processes at all levels. The IEA chiefly aims at abstracting doctoral level studies conducted in India, studies published in professional journals, and independent studies conducted by researchers.

So far five issues have been brought out and the sixth issue is in the press. Those researchers who are interested in sending their study abstracts may establish contact with Dr. C.G. Venkatesha Murthy, Reader and Coordinator, Indian Educational Abstracts, DERPP, NCERT, Sri Aurobindo Marg, New Delhi - 110016. e-mail venk_murthy@hotmail.com. ■

Rising Population Pulls Down Literacy Levels

The rising population of non-literates has posed a major challenge to the Human Resource Development Ministry with efforts mounted through the National Literacy Mission programme being neutralised by the growing population.

According to official reports, the number of illiterates has increased from 300 million in 1951 to 328 million in 1991. Whereas, the number of literates has gone up from 60 million in 1951 to 359 million in 1991, it has not been able to keep pace with the increasing population, estimated to be about two per cent per annum.

In fact, for the first time in 1991, the number of literates with 359.28 million showed an edge over the total number of illiterates at 328.88 million. The prominent factors which constrain growth of literacy, are rapid rate of growth in population, low enrolment in primary schools; (particularly of girls); high drop-out and low retention.

- Pioneer

Post Literacy Programme Launched in Gwalior, M.P.

The post literacy programme of Gwalior district was launched recently in about 600 villages of the district and PLP will attempt to mop up the balance learners.

The first phase had identified two lakh non-literates in 1994. 74000 learners achieved NLM norms.

Speaking on the occasion Shri Madhavrao Scindia, MP and former Union Human Resource Development Minister said that "Education for All 2000" programme had set a specific target of spending Gross Domestic Product (GDP) and the country must take quick strides to achieve the goal.

Stressing the need for people's participation in such a noble cause, Mr. Scindia congratulated the literacy volunteers who were propagating the cause of literacy selflessly. He appealed to the women to be more vigilant on this front and asked them not to withdraw their daughters from schools and such literacy programmes under any circumstances.

Mr. Madhavrao Scindia stated that education of the women was all the more important in the changing times and hoped that the PLP would lay a greater emphasis on literacy of the women and girls in the district.

Most important part of the campaign is that these classes will soon evolve into mini-libraries. There will be 4025 Akshar Gyan Kendras (classes) in the PLP here, with 18055 teachers rendering voluntary service.

Gwalior had achieved 46 per cent of literacy rate as per the norms in the TLC phase which, according to the NLM's officials here, was quite satisfactory looking to the all India level. ■

Globalisation and Management Education

C.P. Patel & F.H. Shah Commerce College, Anand recently organised a UGC sponsored one-day Seminar on "Implications of Globalisation on Management Education of Women in the Next Millennium". The seminar was an attempt to provide a platform to experts from the social, psychological, educational, management and various other fields to come together and examine the implications of globalization on management education of women in the next millennium and various issues arising out of it.

The inaugural session was presided over by Shri Jaykrishnabhai Thakkar, the Managing Trustee of Sardar Patel Education Trust. The Chancellor of M.S. University, Baroda, Dr.(Mrs) Mrunalinidevi Puar, in her keynote address focused on the changing role of women in the rapidly changing society on account of globalisation.

The three sessions dealt with the Changing role of women in the recent age of globalisation, Women Employment in Education and Management, and Expectations from Prospects of women in the Society in the next millennium.

While in the first session both social as well as the economic aspects pertaining to women were covered, the second session concentrated on women's employment and education on one hand and the professional management aspect on the other hand. What a woman expects from the society and vice versa was the essence of the final session.

The seminar was attended by over fifty delegates from the Sardar Patel University and various other universities of Gujarat. ■

Indian Educational Abstracts

The National Council of Educational Research and Training (NCERT) is bringing out the half yearly abstracting service of researches in education and allied disciplines titled "Indian Educational Abstracts" (IEA). It covers those study abstracts which have any relevance for education/educational processes at all levels. The IEA chiefly aims at abstracting doctoral level studies conducted in India, studies published in professional journals, and independent studies conducted by researchers.

So far five issues have been brought out and the sixth issue is in the press. Those researchers who are interested in sending their study abstracts may establish contact with Dr. C.G. Venkatesha Murthy, Reader and Coordinator, Indian Educational Abstracts, DERPP, NCERT, Sri Aurobindo Marg, New Delhi - 110016 e-mail venk_murthy@hotmail.com. ■

Rising Population Pulls Down Literacy Levels

The rising population of non-literates has posed a major challenge to the Human Resource Development Ministry with efforts mounted through the National Literacy Mission programme being neutralised by the growing population.

According to official reports, the number of illiterates has increased from 300 million in 1951 to 328 million in 1991. Whereas, the number of literates has gone up from 60 million in 1951 to 359 million in 1991, it has not been able to keep pace with the increasing population, estimated to be about two per cent per annum.

In fact, for the first time in 1991, the number of literates with 359.28 million showed an edge over the total number of illiterates at 328.88 million. The prominent factors which constrain growth of literacy, are rapid rate of growth in population, low enrolment in primary schools; (particularly of girls); high drop-out and low retention.

- Pioneer

Post Literacy Programme Launched in Gwalior, M.P.

The post literacy programme of Gwalior district was launched recently in about 600 villages of the district and PLP will attempt to mop up the balance learners.

The first phase had identified two lakh non-literates in 1994. 74000 learners achieved NLM norms.

Speaking on the occasion Shri Madhavrao Scindia, MP and former Union Human Resource Development Minister said that "Education for All 2000" programme had set a specific target of spending Gross Domestic Product (GDP) and the country must take quick strides to achieve the goal.

Stressing the need for people's participation in such a noble cause, Mr. Scindia congratulated the literacy volunteers who were propagating the cause of literacy selflessly. He appealed to the women to be more vigilant on this front and asked them not to withdraw their daughters from schools and such literacy programmes under any circumstances.

Mr. Madhavrao Scindia stated that education of the women was all the more important in the changing times and hoped that the PLP would lay a greater emphasis on literacy of the women and girls in the district.

Most important part of the campaign is that these classes will soon evolve into mini-libraries. There will be 4025 Akshar Gyan Kendras (classes) in the PLP here, with 18055 teachers rendering voluntary service.

Gwalior had achieved 46 per cent of literacy rate as per the norms in the TLC phase which, according to the NLM's officials here, was quite satisfactory looking to the all India level. ■

Globalisation and Management Education

C.P. Patel & F.H. Shah Commerce College, Anand recently organised a UGC sponsored one-day Seminar on "Implications of Globalisation on Management Education of Women in the Next Millennium". The seminar was an attempt to provide a platform to experts from the social, psychological, educational, management and various other fields to come together and examine the implications of globalization on management education of women in the next millennium and various issues arising out of it.

The inaugural session was presided over by Shri Jaykrishnabhai Thakkar, the Managing Trustee of Sardar Patel Education Trust. The Chancellor of M.S. University, Baroda, Dr.(Mrs) Mrunalinidevi Puar, in her keynote address focused on the changing role of women in the rapidly changing society on account of globalisation.

The three sessions dealt with the Changing role of women in the recent age of globalisation, Women Employment in Education and Management, and Expectations from Prospects of women in the Society in the next millennium.

While in the first session both social as well as the economic aspects pertaining to women were covered, the second session concentrated on women's employment and education on one hand and the professional management aspect on the other hand. What a woman expects from the society and vice versa was the essence of the final session.

The seminar was attended by over fifty delegates from the Sardar Patel University and various other universities of Gujarat. ■

Regional Seminar on Continuing Education in Thiruvananthapuram

A regional seminar on Continuing Education was organised by Centre for Adult Continuing Education and Extension, University of Kerala in Thiruvananthapuram on March 16-17, 1999.

The following papers were presented:

1. Continuing Education and Equivalency Programme
2. Continuing Education and Income Generating Programme
3. Continuing Education and Individual Interest Promotion Programme
4. Continuing Education and Quality of Life Improvement Programme
5. Gender and Continuing Education
6. Role of Universities in Continuing Education

It was inaugurated by Dr. Cyriac Thomas, Pro Vice-Chancellor of the University. Smt. Padma Ramachandran, Chairperson, UGC Standing Committee on Adult and Continuing Education highlighted the need for strengthening adult education departments/centres in the university system.

Dr. Sidhardhan, Registrar of the University delivered the valedictory address. ■

Training Programme in Qualitative Research Methods

The Department of Teacher Education and Extension of the National Council of Educational Research and Training, in collaboration with the Institute of Education, Visva Bharati University, recently organized a four-day training programme in Qualitative Research

Methods at Santiniketan. Intended for the faculty members of colleges of Teacher Education (CTEs), Institutes of Advanced Studies in Education (IASE) and some university departments of Education of North Eastern and Eastern Region, the programme was attended by about 20 participants from the states of Assam, Bihar, Orissa and West Bengal.

The objectives of the programme were to sensitize the participants about the important features of the qualitative research paradigm and also to discuss some specific research techniques as well as projects in which these approaches have been used. Presentations were made by the resource persons from Visva Bharati University, and NCERT.

Prof. DK Sinha, Vice-Chancellor, Visva Bharati University, in his valedictory remarks observed that qualitative research techniques would be very useful to study and explain different human attributes in a much more meaningful way than the quantitative approaches. ■

New Publication of IAEA

Studies in Indian Adult Education

SY Shah

Rs.150

Available from

Indian Adult Education
Association
17-B, I.P. Estate
New Delhi-110 002

Fax : 91-11-3355306

E-mail : iaea@vsnl.com

Jagdish Singh Passes Away

Shri Jagdish Singh, former Assistant Educational Adviser, Government of India and a Life Member of the Indian Adult Education Association died in New Delhi on February 20, 1999. He was 87.

Shri Jagdish Singh was associated with adult education for over four decades in Delhi Administration, Ministry of Education and Planning Commission. He was a creative thinker and a powerful writer. In his death, the country has lost a veteran adult educator.

He was connected with various committees and commissions. He was active participant in number of seminars and conference held in different parts of the country.

The Association deeply mourns his loss and conveys its heartfelt sympathies to the bereaved family.

Andhra Pradesh Adult Education Association

The AP Adult Education Association, Warrangal has adopted five villages for general development by creating awareness and inducing the spirit of collective effort towards self development.

Various Governmental and non-governmental organisations like DRDA, NYK, Lion's Club, NSC of Kakatiya University are cooperating in this endeavour.

The following programmes were undertaken in March:

- a) Legal literacy camp
- b) Literacy and general awareness among women
- c) Eye check up camp
- d) Blood donation camp
- e) Construction work and cleanliness programme
- f) Activisation of DWCRAs groups in the villages. ■

Towards a population policy

K.B. Sahay

The voluntary family planning programme has been a miserable failure. According to the National Family Health Survey held in 1992-93 only 36 per cent of couples in the 13-49 age group used any modern contraceptive method. The situation is not much different even now though there have been reports that there is a decline in our Contraceptive Prevalence Rate (CPR) after the government adopted the target-free approach to family planning in accordance with the decisions taken at the International Conference on Population and Development (ICPD) held in Cairo in 1994. Now, according to experts, if fertility rates are to decline to levels associated with the UN's medium variant population projections, the CPR would need to be above 65 per cent for the subcontinent.

Out of the 36 per cent using modern contraceptives, only six per cent use any temporary method of contraceptive like pills, IUD or condom. The remaining 30 per cent opt for sterilisation. And we know that people in India undergo sterilisation mostly after having a minimum of two sons which on an average implies having three to four children. So the group of ministers must realise that the voluntary family planning programmes are highly ineffective. So far we have depended solely upon the process of development (literacy, employment, poverty alleviation, better health care for women and children, lowering of infant mortality rate, raising the age of marriage) to control our population without realising that there are several factors that are impeding our family planning programmes. These are male child preference, religious

fundamentalism, male non-cooperation and, above all, the politics of vote banks. India's population problem is too complex to be amenable to only development measures.

It is not for the first time that the government has desired to formulate a policy. In 1993 a committee headed by Dr. MS Swaminathan was appointed to draft a policy which was submitted in 1994. In 1996 the Ministry of Health and Family Welfare formulated a draft statement. However, these two drafts are identical - except for two main differences. First, the committee's draft proposed to remove family planning from government control and entrust it to an autonomous Population and Social Development Commission, whereas the other draft wanted to retain family planning and population control with the Ministry for obvious reasons. Besides, the Ministry's draft proposes two disincentives which do not exist in the committee's draft: (i) to debar prospectively any person who does not adopt small family norms from all elective offices and (ii) to debar any one who marries before the legal age of marriage from recruitment in government jobs. For the rest, the Ministry's draft is the same as that prepared by the expert group and is a repetition of the failed aphorism that "development is the best contraceptive".

We have long passed the stage when we could control our population growth through only the process of development. For example, simple calculations show that to remove illiteracy the country needs to open about 90,000 new

primary schools every year for the coming 20 years or more to provide the much needed primary education to only the "additional" children accruing every year as there is no likelihood of any appreciable decline in our annual population growth of 1.7 crore till the year 2016 or even later. Can this massive requirement of primary schools be met? However, if the government thinks it expedient to first let the children grow into illiterate adults and then "remove" their illiteracy by the adult/non-formal literacy programmes then it is simply unfortunate for the country.

It will be impossible to solve even our worsening illiteracy problem without first controlling the rapidly increasing population. The same is true for most other problems like rising unemployment, high rate of infant/child mortality, wide-spread malnutrition and related diseases, and acute poverty. Indeed, nothing else has a chance to go right if we do not first put a brake on our rapid population growth. For this, the nation will have to muster the courage and wisdom to introduce bitter disincentives so that no one could violate the small family norm. And this should be the motto of our national population policy if the government really wants to save the country from the fast approaching Malthusian catastrophe.

Sankat Nominated Member M.P. Public Service Commission

Shri JL Sankat, IAS (Retd.) and former Controller of Stationery and Printing, Government of Madhya Pradesh and a Life-Member of the Indian Adult Education Association has been nominated as a Member of Madhya Pradesh Public Service Commission.

Our congratulations!

Education Divide

Traditionalists, however, a majority in rural areas in Afghanistan, upheld the idea that "the honour of the Afghan people resides in the honour of its women," meaning the domination of men over women. Fundamentalist groups, denouncing the disappearance of morality, attacked women in western dress.

The gap between the city and country areas widened through the unequal development of education. While in Kabul women's literacy doubled between 1960 and 1978, in rural areas it remained negligible.

With the arrival of the Communists, city life was even more rapidly liberalized. "They failed to understand that in Afghanistan, means to an end are more important than the end itself," said Mehrabodine Masstan, Afghanistan's Permanent Delegate to UNESCO and opposed to the Taliban. At the same time as women in Kabul were becoming increasingly liberated however, the streets were filling up with veiled women from the countryside, seeking refuge from the war raging in their outlying villages.

When the Afghan resistance army entered Kabul in 1992, "victory ushered in a new age of oppression for women," said Carol Le Duc, a United Nations consultant in Pakistan. Indeed, the frustrations of the fighters led them to "rape, mutilate, sexually abuse and murder women." Their "dishonour" incarnated the alarming degree of disorder in society, a situation which explains why the arrival of the Taliban was, at least for certain sectors of the population, well received.

In rural areas (80% of the population), the situation for women has hardly changed. In fact, some women continue to work in humanitarian aid organizations from their homes. In Kabul though, the Taliban have succeeded in banishing

women from public life. They can no longer work, attend school or speak with men. They can only move around under their *tchaderi* and they must cover their feet. The slightest deviation means physical punishment, even death.

Unesco Sources

IASLIC Conference 1999

The XXII All India Conference of the Indian Association of Special Libraries & Information Centres (IASLIC) will be hosted by the Library Science and Manuscriptology Department, Dr. BR Ambedkar University (formerly Agra University), Agra on December 28-31, 1999.

The main theme of the conference is "Information Management in the context of fast emerging Information Society".

Sub-themes to be covered include (i) Information Society and its impact; (ii) Management of information systems with emphasis on sources & services in the context of fast emerging networks; (iii) Management of information sources & services for rural development; (iv) Technology Management; and (v) Total Quality Management & ISO 9000 Quality Management Systems.

Special Interest Group (SIG) Meetings will be organised in *Computer Application - Problems of organisation of Electronic media; Industrial Information - Information Technology for 21st century in Industrial Libraries; Library & Information Science Education - Life long Education; and Informetrics, Social Science Information, and Humanities Information - Analysis of Research Studies.*

Further details can be had from Shri Subrata Datta, Honorary General Secretary, Indian Association of Special Libraries & Information Centres, P-291 CIT Scheme No. 6M, Kankurgachi, Calcutta-700 054. Fax : 91-33-359-1620, E-mail : sdatta@cal.indiax.com. ■

Ph.D. in Adult Education

Nasim Ahmed, Assistant Education Officer, Department of Education, Ministry of HRD, Government of India and a Life Member of the Indian Adult Education Association has been awarded Ph.D. in adult education by the University of Delhi.

The topic of his thesis was "A Study of Factors Determining Learning Environment of Adult Learners in an Urban Slum Situation in the Union Territory of Delhi".

OPM Tripathi, Director, Department of Adult Continuing and Extension Education, Gorakhpur University, Gorakhpur (U.P.) has been awarded Ph.D. on his thesis "Relevance of Adult Education Programme in East Uttar Pradesh and Benefits Gained by Neo-Literates" by Deen Dayal Upadhyay Gorakhpur University. ■

Media for Adult Education

A practical guide on using newspapers to improve adult education and to fight adult illiteracy has just been published by the International Consultative Forum on Education for All (EFA Forum) and the World Association of Newspapers (WAN). *Newspapers in Adult Education: A Sourcebook* describes 10 projects from 9 countries that use newspapers in a range of adult education programmes - helping children teach their parents to read, reaching out to immigrants, writing programmes for young prisoners, easy reading for the mentally disabled, etc. The guide provides "who-what-where" details on all the projects, with contact numbers. As an introductory note to educators points out, "When properly used, newspapers and magazines can efficiently promote learning, critical thinking, creativity and resourcefulness in learners of all ages".

To find out more : EFA Forum Secretariat, Fax: 33-1-45 68 56 29, E-mail: efa@unesco.org. ■

INDIAN ADULT EDUCATION ASSOCIATION

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

Recommendation for

TAGORE LITERACY AWARD

(where space is insufficient, kindly use separate sheet)

YEAR _____

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

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

3. Designation of worker (if recommended)

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

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

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

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

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

7. Any additional information

Date _____

Signature of the Recommending Authority



DOCUMENTS

Tilak, Jandhyala B.G. **Education for Development in Asia**. New Delhi, Sage Publications (M-32 Greater Kailash Market I), 1994, p 247, Rs.350.

The document is divided into eleven chapters. The study starts with a discussion of the development profile of Asian countries (Chapter Two) as a necessary background for subsequent analysis. An educational explosion took place during the post-independence period in the world, including Asia. Chapter three presents a glimpse of the Asian miracle in educational development, highlights its uneven spread and focuses on the unfinished tasks of universalisation of primary education, particularly in South Asia and reduction in gender inequalities in education. Chapter four presents an analysis of the effect of these problems and trends on investment in education. In fact, a major part of the study is devoted to an examination of the relationship between education and development in Asian countries, focusing on the effect of education on a variety of dimensions of development, including economic growth, measured in monetary terms of rates of return to education (Chapter Five) and in terms of physical productivity in agricultural development (Chapter Six); and poverty and income distribution (Chapter Seven). An important educational issue that is of crucial interest to development planners, relates to the relationship between education and unemployment and this forms the theme of Chapter Eight. The contribution of education is not confined to economic growth and distribution; it is also found to be significant in the fulfilment of basic needs, in the improvement of health, nutrition, child survival, fertility and other demographic indicators.

These aspects are discussed in Chapter Nine. Chapter Ten is devoted to a brief discussion on the role of education in political development. The concluding chapter (Chapter Eleven) briefly recapitulates the main points of the study. The chapter concludes by outlining some of the possible lines of action needed for the improvement of education in developing countries and by discussing a few major areas for further research.

Winter, Cynthia. **Planning a Successful Conference**. New Delhi, Sage Publications India Pvt. Ltd. 1994, p 136.

The book covers planning a conference: designing a meeting (Who, What, When, Where, Why), selecting a site and planning a budget so that you know how much to charge for registration, planning the programme schedule, marketing your meeting, preparing for the meeting (the more advance work you do will make your job easier on site), setting up on-site logistics during the meeting (conference with facility staff, speaker needs, registration, etc.), and organizing postmeeting activities (shipping material and conducting evaluations).

Madan, G.R. **India of Tomorrow : Problems of Social Reconstruction after Fifty Years of Independence**. New Delhi, Allied Publishers Limited (13/14 Asaf Ali Road), 1998, p 384, Rs.150.

This book is the fifth and the last volume in the series of Indian Social Problems. This volume touches on all aspects of social reconstruction i.e. Economic, Social, Educational, Moral, Administrative, Political, Voluntary Social Work, in a critical manner as compared to some aspects of Indian society dealt in the earlier four volumes. In addition it deals with the Gandhian concept of social reconstruction and

the role of political parties in it.

In this revised volume three more chapters have been added. One deals with Professor Myrdal's views on an Indian society as reflected in his book *Asian Drama*, Second reviews the developments in the country from 1975 to 1984, and third after describing the events from 1985 to 1997 in brief reviews the progress made by the country during the last fifty years since Independence and the tasks ahead for the next few years.

Chatterjee, Mitali. **Education in Ancient India : From Literary Sources of the Gupta Age**. New Delhi, DK Printword (P) Ltd. 1999, p 303, Rs.380.

The book is divided into six chapters. In the first chapter an account of the prominent Sanskrit Works Written and revised in this period has been presented.

In the second chapter an elaborate study of the educational system revealed in the Puranas and Smrti literature has been made. Though it is not possible to definitely determine the age of the Puranas, and Smrti texts some of the reputed scholars of Indology have tried to place some of the principal Puranas in or near the time of the Guptas.

In the third chapter classical Sanskrit works that are believed to have been composed during the Gupta Age have been discussed and there from many elements of educational system have been detected.

Educational system revealed in the Buddhist and Jaina works has been touched upon in the fourth chapter.

Education of the Gupta Age as has been reflected in the Gupta inscriptions has been discussed in the fifth chapter. The inscriptions

selected for this chapter are concerned mainly with the glorious reign of the Gupta monarchs and partly with the achievements of their contemporaries.

In the last chapter conclusion : general trend of education in Gupta India and its possible legacy or deviation in the educational system prevalent in the modern age have been taken for discussion.

Usha Devi, R. Divorced Women : Socio-Psychological Problems. New Delhi, APH Publishing Corporation (5 Ansari Road, Daryaganj), 1998, p 170, Rs.400.

The book is divided into six chapters. Chapter I explains the evaluation of divorce through the ages in India, the review of earlier studies on divorce and theoretical explanation of marriage, family disorganisation and divorce. Chapter II explains the methodology of the study. 300 respondents were selected at random from the three districts of Thiruvananthapuram, Ernakulam and Kozhikode. The total respondents included 121 Hindus, 100 Muslims and 79 Christians. Chapter III aims at finding out the socio-economic background of divorced women and knowing how age, education, religion

and income are related to divorce. Chapter IV underlines the reasons leading to divorce. It was found that the actual reasons leading to divorce was often different from the legal grounds on which divorce was obtained. Chapter V discusses major factors through which a divorced woman overcomes her feelings of insecurity by attaining economic independence. The last chapter throws light on frequency of remarriages after divorce.

Jeffery, Roger and Basu, Alaka M. Ed. Girls Schooling, Women's Autonomy and Fertility Change in South Asia. New Delhi, Sage Publications, 1996, p 339, Rs.260.

This volume challenges the popular notions that there is a universal and causal relationship between rising levels of schooling and declining levels of fertility, and that schooling enhances female autonomy. Presenting primary evidence from India, Pakistan, Sri Lanka and Bangladesh and utilising existing census and survey data, the eleven papers in this book explore the interrelated issues of women's autonomy, girls' schooling, and fertility reduction in South Asia.

The volume concludes that schooling is indeed important for women and should definitely be supported and encouraged, but not because of the possible impact it may have on fertility decline. Further, that while resources should continue to be devoted to the spread of education, this should not be at the expense of providing women-friendly contraceptive and maternal/child health services, which give couples the ability to successfully plan the size of the family they want.

Berger, Arthur Asa. Improving Writing Skills : Memos, Letters, Reports and Proposals. New Delhi, Sage Publications Pvt. Ltd. (M-32 Market Greater Kailash I), 1993, p 83.

This guide discusses some of the more important kinds of memos, letters, reports, and proposals; offers many suggestions about writing them effectively; and describes the formats for each kind of document in some detail. It also deals with such matters as readability, collaborative writing, the process of writing and rewriting documents, and layout and design.