





### India Literacy Board Reconstituted

India Literacy Board, Lucknow has been reconstituted. The members of newly constituted (Supreme Body of the Literacy House - Lucknow) "Committee of Five" are:

Justice (Retd.) BL Loomba, *Chairman*; Shri JC Pant, IAS (Retd.) - *Vice-Chairman*; Prof. BS Garg, President, IAEA; Shri Bhaskar Chatterjee, DG(NLM); and Shri KC Choudhary, General Secretary, IAEA.

The following were elected as Members of India Literacy Board:

Justice (Retd.) BL Loomba, *Chairman*; Shri JC Pant, IAS (Retd.), *Vice-Chairman*; Shri Bhaskar Chatterjee, DG(NLM); Shri KC Choudhary, General Secretary, IAEA; Ms Somani Kumar, IAS Director, NPE; Shri Sadhu Charan Singh; Shri Awadesh Kaushal; Shri Shivdatta Trivedi; Shri KA Pandey; Shri Virendra Mulasi; Smt. Sushila Salim; Dr. SY Shah; Dr. (Ms) Anita Dighe; Ms Meenakshi Sharma, IAS; Shri SK Tripathi, IAS; Prof. DP Singh; Prof. SB Singh; Prof. Raj Nath; Dr. Kiran Singh.

Justice BL Loomba, Shri JC Pant; Shri Bhaskar Chatterjee; Ms Sonali Kumar; Shri KC Choudhary, General Secretary, IAEA, Dr. SY Shah, Dr. ON Chaturvedi were elected as Members of the **Executive Committee** by the ILB. The other official members are Agriculture Production Commissioner; Shri SN Tripathi; Education Secretary, U.P.; Prof. DP Singh, Vice-Chancellor, Lucknow University; Shri Virendra Mulasi, Staff Representative, Shri

### BS Garg Honoured

Prof. BS Garg, Chancellor, Rajasthan Vidyapeeth (Deemed University) and President, Indian Adult Education Association was awarded the Gujarat Gaurav Award for his outstanding contribution in adult and social

education at a function held in Gujarat Vidyapeeth in Ahmedabad on May 1, 1999.

The Award was presented by Shri SS Bhandari, Governor of Gujarat.

The Speaker of the Gujarat Legislative Assembly Shri DB Shah and Gujarat Minister of Education, Smt. Anandibehn Patel were also honoured on the

Sadhu Charan Singh, Treasurer and Shri Ramshankar, Director, Literacy House were elected members of the Executive Committee.

With this earlier committee appointed under the chairmanship of Hon'ble Justice (Retd.) RB Misra and

occasion.

The function was organised by the Gujarat Branch of IAEA, Commonwealth Association for Education and Training of Adults (India Chapter) and International



Shri SS Bhandari, Governor of Gujarat presenting the Gujarat Gaurav Award to Prof. BS Garg

Association of Educators for World Peace (West India Chapter).

Hon'ble Justice AN Verma, Vice-Chairman, Shri Bhaskar Chatterjee and Prof. BS Garg have completed their jobs. The verdict of the Court came in culmination of the state of litigation going on over the years. The Board met after 4 years.

Our best wishes!

## Workshop on Role of Educational Institutions in Natural Disaster Management

The Gujarat State Branch of IAEA in collaboration with Gujarat State Crime Prevention Trust organised a two-day Workshop on "Role of Educational Institutions in Natural Disaster Management" in Gujarat Vidyapeeth, Ahmedabad. It was inaugurated by Hon'ble Governor of Gujarat Shri Sunder Singh Bhandari.



Shri SS Bhandari, Governor of Gujarat inaugurating the Workshop by lighting a lamp. Standing to his right are Prof. Nanubhai Joshi, Prof. Ramlal Parikh and to his left is Prof. BS Garg.

Inaugurating the Seminar Shri Bhandari said that Gujarat faces floods and cyclones about every year. Continuing Education and Extension Education can go a long way to make people aware of disasters and how to mitigate disasters.

40 participants from Government Departments, NGOs and Universities participated.

The second session was chaired by Shri Dheeru Bhai Shah. In his address he appreciated the role played by voluntary agencies in providing immediate relief to the victims of cyclone in Kandala in Gujarat.

The ultimate aim, he said, should be to help the community to take upon itself responsibility for prevention, mitigation and rehabilitation.

The participants deliberated on various aspects of Natural Disaster Management (NDM). The topics discussed were : Kinds of Natural Disasters; Coordination between NGO's and Government Agencies; Role of Educational Institutions in NDM.

Prof. BS Garg, President, IAEA said in his address that NDM should be included in the primers for non literates and booklets for neo-literates and guided the conference.

Smt. Indira Purohit, Member, Executive Committee, IAEA presented

a paper on role of women in disaster management.

Prof. Nanu Bhai Joshi, Secretary, Gujarat Branch, IAEA, Dr. JS Bhai Patil, Prof. SP Uttam Chandan, Mrs. Varshaben Amin, Ms Mandben and Ms Ameena Thakur also participated.

Earlier, Prof. Ramlal Parikh, Chancellor, Gujarat Vidyapeeth, Ahmedabad stressed the need of linking adult education with Natural Disaster Management and Development Programmes. Shri Govindbhai Raural, Vice-Chancellor of Gujarat Vidyapeeth was the guest of honour on the occasion.

## Report on School Drop-Outs

The Standing Parliamentary Committee on Human Resource Development, in its report, has deplored high incidence of primary school drop-outs in the country.

The report states that even after the end of the Eighth Five Year Plan (1996-97), 6.3 crore children in the age group of 6-14 years are still out of school, majority of which belong to SCs and STs in rural areas. The Committee has underscored that the drop-out rate negated the norm of universalisation of elementary education which was accepted as a national goal as far back as 1950.

According to the committee, drop-out rate in classes I to V is more than 60 per cent in four states - Bihar, Arunachal Pradesh, Sikkim and Tripura. The drop-out rates in classes I to VIII is more than that of classes I to V. This is more than 70 per cent in Bihar, Manipur and Sikkim.

To remedy it, the report stresses the need to convince the teachers and administration about the need for correct enrolment figures; issuing guidelines for regular monitoring of absent students; and making planned efforts to ensure continued participation of every child in the school to prevent dropping out. The task of monitoring the enrolment, retention and progression registers should be assigned to the Village Level Education Committees. It also averred on the need to revamp the non-formal education centres which are being run all over the country. ■

## Why not set apart an hour a day for learning?

K.S. Pillai

Learning is continuous process. It can be obtained through formal, nonformal or informal modes. While the first is time bound, stereotyped and having many rigidities, the second is suited to the learners needs and conveniences. It has many flexibilities. It is related to life and environment and can be short term or long term. It may lead to a certificate or not, depending on the motivation of the learners. Informal education is non-purposive and quite accidental. It can start from home and can continue up to the tomb. By observation, passive listening etc one can learn a lot. It has been correctly observed that learning starts at the time of conception. So informal education is nothing but life long learning.

Learning can be the imbibing of knowledge or skills or the updating or continuation of these. It depends on the previous learning one has and his/her motives, needs, aspirations etc. A person desirous of going to the Gulf countries would try to obtain proficiency in spoken Arabic. Another may try to learn Arabic well and even obtain a Certificate/Diploma/Degree so that he can aspire to get a good job and continue there for long. The motive is very important.

Whether one likes to take to sewing, embroidery, carpentry, gardening, electronics, computer etc. as a hobby, a job or subsidiary vocation will decide

the type and nature of learning he would like to pursue. In our formal schools, the same type of knowledge, skills etc. are imparted. Those who come out successful from X std exam are thus unfit for any job. They have to train themselves for specific jobs or take tests, enter, and then get equipped. Where as this is, the Engineering, Medical, Agriculture, Law Colleges turn out professionals. The Polytechnics, ITI's, Nursing Colleges etc. also prepare individuals for specific occupational pursuits. But a minimum general or basic education is needed for all. This can be std VII or VIII. But it has to be fixed after prolonged discussions at national and state levels and after arriving at a consensus.

Now even literacy is not provided to all. As per 1991 census figures 52.11% was the national percentage of literacy. A recent report appearing in the newspaper has raised it to 64% and it is predicted to reach 66 to 70% by the time 2001 census figures are worked out. So far so good. But these statistics are not revealing the truth. They are all biased due to various reasons. Anyway attempts were in progress during the post independence period in India, to wipe out illiteracy. Due to inherent limitations of the projects and lacuna in implementation, results were not upto the expectations. However, progress is seen. There is quantitative

expansion in the field of education at all sectors. But quality is at stake and concern is voiced by many who are pleading for improving standards at all levels, at least by the turn of the century. India has proved to be one of the foremost countries in scientific advances as well as technology.

Currently we are on the threshold of launching large-scale continuing education programmes all over India, wherever total literacy campaigns have been successfully implemented. Here too the 'scheme' is o.k. Serious care and attention have to be taken in the implementation. Unlike the TLC or Literacy Projects, here diversity is more. Needs and aspirations are also likely to vary. These have to be catered to for ensuring people's participation and to make the programme a success. In the four-point approach of CEC scheme, income-generating programmes are likely to attract people most and at the other extreme may be the 'equivalency programme'. Delivery of knowledge and information alone may not attract people; they have to enjoy as well as make both ends meet.

Books for neoliterates may be found useful in CECs as well. But a different and better utility oriented material may serve this category of people. Graded books as in the case of neoliterates may suit this clientele as well, but more work-oriented books may be in demand. 'Life of great men', 'about the countries and the people', 'world of sports and

tourist centres' are likely to attract people most. Such books should reach the CEC beneficiaries; who may not come to reading rooms and libraries; in turn books may be sent to them in bicycles or through volunteers/preraks. They may be requested to set apart one hour a day for reading, discussion, craft work, games, artistic pursuits, etc. in a common place or at their residences. Pioneering social activists and workers demanded half an hour per day from the public for the uplift of the society through their own empowerment and cooperative nation-building work. Now that fifty years of independence and fiftieth year of human rights declaration are over and many more are to be secured and procured, we need every individual to spare at least one hour a day to learn something, which can in turn help them 'earn' also and equip them as better, collaborative citizens to lead India to the forefront of world nations.

All educational institutions should keep their doors open for the public at least for one hour a day, at a specified and notified time. Similarly all factories and industries alike should give at least half an hour off for their learning pursuits with in their premises to be compensated for another half an hour by the individual workers themselves. In the paddy fields and in all walks of life it should become the practice to spare an hour a day for learning-collectively or individually. The results of this learning can be known only in course of time - say in a span

of about 10 years. Hence unlike investment in business or industry investment in education in terms of money or time, will start paying dividends only slowly and after the lapse of time. But once begun, the yields will be continuous and growing. Planners and politicians are invited to think and act along these lines, not only for the 'Creation of a learning society' as envisaged in 'Learning to Be' but also for bringing the treasure from within to "learn to live together and do better" in the days to come.

*The author is Chairman  
Kerala State Branch, IAEA*

### Literacy Clubs

State Resource Centre, Jamia Millia Islamia has established three Literacy Clubs in three Public Schools of Delhi, one each in Dev Samaj Modern School, Springdales School, Pusa Road and Bhatnagar International School. These Clubs have been set up with an objective of providing post literacy facilities to the neo-literates who become literate under Delhi Schools Literacy Project (DSLIP) and improve life skills of school students as well. These clubs are managed by the students under the supervision of Teacher-In-Charge. They donate books to the club, organize discussions, talks on health hygiene and other important issues. Learners, neo-literates and students jointly organize skits, sing songs. Students reads books to the learners and discuss about the contents of the books. One of

the important objective of these clubs is to develop and improve reading habit among learners and neo-literates. It is expected that while running these clubs the life skills of students will be enhanced in the context of values and management abilities. Simultaneously, the literacy skills of neo-literates will be consolidated and up-graded. ■

### ASPBAE Workshop, Kathmandu

Asian South Pacific Bureau of Adult Education (ASPBAE) is organising a "Regional Workshop on Innovations in Literacy and Post-literacy interventions: Learning from experience", in order to share the case studies that have been documented during the last year. Feedback and comments on these case studies, based on the diversity of experiences in the region.

The specific objectives of the Regional Workshop are:

1. Sharing the case studies: comments and feedback based on the experiences of all the participants;
2. Strategic directions for ASPBAE in the thematic area 'Literacy, post-literacy and the universalisation of education';
3. Contributions to the EFA Assessment 2000 process: Feedback from the Asia-Pacific region, in the field of literacy, and more broadly, adult education.

The Workshop is being organised in collaboration with World Education, Nepal on July 19-22, 1999. ■

## Seminar on Literacy and Communal, Social Harmony

A one-day seminar on "Literacy and communal, social harmony" was held in Samanvay Ashram, Bodh Gaya on May 2, 1999 under the joint collaboration of the Indian Adult Education Association, New Delhi (Bihar branch), Department of Adult Education, MU, International Buddhist Council, Bodh Gaya, IAEWP (Bihar chapter), Shramik Vidyapeeth, Gaya Samanvay Ashram, Bodh Gaya and the District Education and Training Centre. Some 90 delegates drawn from various parts of Bihar, UP and Delhi took part in the seminar.

The speakers addressig the seminar felt that violent incidents had recorded an unprecedented rise in Central Bihar during the last one-and-a-half decade. The speakers also released a special manifesto, called "Bodh Gaya manifesto" at the seminar through which they laid emphasis on launching steps for creating a harmonious atmospehre in the society.

The speakers cited various reasons for the prevailing caste animosity in the society. Some of these, according to them, are large-scale illiteracy and unawareness amongst the Harijans, backwards and rural women, mass poverty, starvation and unemployment amongst the people, confusion amongst people towards one another, misguidance to the poor by the political parties and communication gap between literacy committees and social workers.

The speakers further recommended certain measures for lessening the violence and creating a harmonious society. These measures are -- constitution of gram sabha in every village of State for ensuring livelihood to the masses, settlement of local disputes etc. priority be given for building up of character at every level, ensuring implementation of schemes aimed at eradication of poverty by the village gram sabha and making the general masses aware of all such schemes apart from carrying out of all the education projects whether it be formal or non-formal with honesty and dedication.

The seminar was inaugurated by the former Secretary of the Bodh Gaya Temple Management Committee, Mr. Rana Pratap Singh, Mr. Dwariko Sundarani of the Samanvaya Ashram and Mr. Ajmat Hussain Khan, Associate Secretary, IAEA also participated in the Seminar.

## New Office-bearers of Bikaner Adult Education Association

The General Body of Bikaner Adult Education Association at its meeting on April 25, 1999 has unanimously elected the following office-bearers:

Shri S.N. Pareek, *President*  
Shri CL Purohit, *Vice-President*  
Dr. SL Mehta, *Secretary*  
Shri BC Tiwari, *Joint Secretary*  
Dr. Om Kubeta, *Treasurer*

## Educational Tour to Portugal and France

Dr. Madan Singh, Chairman, UP Adult Education Association and Director, SRC, UP, Literacy House, Lucknow and Mrs. VK Jena, IAS, Director, Department of Education, Govt. of India, New Delhi were deputed to Portugal and France to study the educational patterns of their education particularly adult education system under the "Indo-Portugal Cultural Exchange Programme" during May 9-20, 1999.

Both the officers spent nine days in and around Lisbon and one day in Paris. Practically the literacy percentage in these countries was above 90%, because all children were ensured to be sent to the formal educationa schools through active joint efforts of the Government as well as of their parents/guardians. No child was allowed to stay in home, who was mentally fit.

Under the out-of-school (Adult Education) programme, there were various kinds of vocational and professional courses of short as well as long duration for skill development, which were based on their NIPS (needs, interests and problems). The Department of Education, Govt. of India can very well similar types of courses and training programmes for their neo-literates as well as for the persons of limited reading ability under "Continuing Education Programme".

On the whole the educational visit was very meaningful and fruitful to both the officers.

The officials and field functionaries of the above stated two countries may also be invited to see continuing education activities in our country. It would be good learning experience for them also while sharing their experiences with our planners and field functionaries. ■

## Orientation Programme for TLC Functionaries in Kurukshetra, Haryana

The IAEA Haryana State Branch organised a three-days orientation programme on April 16-18, 1999 in the Kurukshetra University, Kurukshetra for senior level functionaries engaged in TLC districts of Haryana. Senior office-bearers of NGOs and university staff also attended. 31 persons participated. The programme was inaugurated by veteran freedom fighter and Chairman, Haryana Swatantrata Senani Sammelan, Shri Ram Singh Jakhar and Dr. ML Ranga, Vice-Chancellor, Kurukshetra University presided.

Dr. ML Ranga who interacted with the functionaries during the workshop, stated that proper evaluation of the programme should be made at regular intervals. He suggested the maximum participation of women should be ensured in the programme. For this, the services of retired lady doctors and nurses etc. should be enlisted in order to provide health education to illiterate women folk in the villages. This would also benefit expectant mothers in the rural areas.

The Vice-Chancellor further suggested that NGOs involved in the National Literacy Campaign could do yeoman's service provided they identified the dropout cases in schools at the beginning of the school year - April. These NGOs should meet the parents of the dropouts and persuade them not to take away their wards from school, which was mostly done for economic reasons. Dr.

Ranga argued that once the dropout rate was checked, illiteracy would automatically go down.

Furthermore, the campaign could involve itself in removing the "purdah system" and bad social customs. The campaign should focus on dowry deaths, their bad consequences and social stigma attached to it.

Dr. Ranga also suggested that ex-servicemen's services should be enlisted in each village for the success of the programme. Almost every village in Haryana had on an average 20 to 30 ex-servicemen. Their time could be gainfully utilised provided they were involved in the literacy programme. The Vice-Chancellor wanted the programme to be aimed at checking absenteeism amongst teachers in rural schools. They could also review the role of the teachers in primary schools.

Shri KC Choudhary, General Secretary, IAEA delivered the valedictory address. He gave away the prizes also. Shri Choudhary emphasised the need of literacy programme for the all round development and requested the participants to take keen interest for the success of TLC. He also suggested that post-literacy and continuing education programme should be started just after completion of literacy campaign in the districts to avoid lapses in the programme.

Shri RN Mahlawat, Chairman of Haryana State

Branch of IAEA played an important role in organising and success of the programme. Shri Prem Chand, Consultant, NLM, Shri IS Balhara, Senior Advocate, Punjab and Haryana High Court, Dr. RP Hooda, Head of the Deptt. of Commerce, Dr. RS Yadav, Deptt. of Education also participated as Resource Persons in the training programme.

Shri Mahlawat wanted that the programme should be considered a priority one to achieve its aim. He disclosed that the campaign on a voluntary basis could not meet the needs, and demands of the people. Ill-trained staff, unimaginative projects, inadequate attention to the production of right type of material and unsatisfactory follow-up action all contributed to the near-stagnation of the programme. The main drawback was that government organisations in the form of NGOs took the programme in their hands under the control of the Collectors, brushing aside the grassroot level voluntary organisations which could have played very pivotal role in it. As a result the targets had remained practically unfulfilled so far.

Another drawback was that after one became literate, little was done to keep his interest alive. No good literature was provided for further studies. Interestingly, the volunteers who ran this programme did not get any remuneration. How then could they contribute their mite to the success of the programme? He demanded that volunteers involved in the adult literacy programme should be given incentives. ■



Srivastava, H.S. **Challenges in Educational Evaluation**. New Delhi. Vikas Publishing House Pvt. Ltd. (576, Masjid Road, Jangpura), 1999, p 312, Rs.395.

This volume has two projects to commemorate 50 years of Indian independence. One is a World Conference on Education in India : The Next Millennium, with the primary objective of projecting on to the future of Indian education. The second project is a commemorative volume on education, and presents a professional assessment of what have been achieved and what have been missed in education during the last 50 years of independence.

The volume contains 27 chapters. The book covers all levels of education - from primary to higher and technical education, 'Education of the Prioritized Groups' - education of the disabled and scheduled castes and scheduled tribes, certain 'Thematic Issues' and 'Planning and Management'. The section on thematic issues covers a wide range of themes like vocational education, educational research, educational technology, educational mass media, science education, open and distance education and physical education. The section on planning and management covers economics of education and infrastructure and governance.

Chapters have been contributed by 26 eminent scholars/specialists in their

respective fields. The book has been developed in symposia style - more than one specialist contributed on the same theme indicating differential assessment of education on the same issue.

Patra, A.N. **Committees and Commissions on Indian Education 1947-1977 : A Bibliography**, New Delhi, National Council of Educational Research and Training (Sri Aurobindo Marg), 1987, p 218.

The chapters into which the text matter has been broken here make no attempt to give a history of Indian education. The aim of the present study is only to supply a background to the committees and commissions which were appointed by the Government of India and the State Governments between 1947 and 1977.

The book contains entries on almost all important reports on Indian education in English language covering the above period. Entries from 1 to 80 contain reports of the committees and commissions appointed by the Government of India, while the remaining entries relate to reports of committees and commissions appointed by the state governments. The entries have been classified chronologically under headings 'India' and 'State Government'.

Locke, Lawrence F., Silverman, Stephen J and Spirduso, Waneen Wyrick. **Reading and Understanding Research**, New Delhi. Sage Publication, 1998.

This book is divided into

seven sections. The first section consists of preface and chapter I, which, together, serve both to introduce the book (and the author) and to frame the task of learning to read research reports within a wider social context. The chapter concludes, however, with an introduction to our main argument - one that is woven into all of the following chapters and asserts a much more optimistic view.

The second section consist of two chapters that are designed to both encourage you to believe that there are conditions under which it makes good sense to seek out research and recognize signals that help to identify what is to be trusted when you find it. In chapter 2, we undertake to (a) explain when it is (and is not) cost effective to read actual reports; (b) describe the truly surprising variety of interesting and useful things you can find in reports (c) briefly outline the major content sections of the typical report, and (d) define for the purpose of this book what is (and is not) to be considered a genuine research report. Chapter 3 then offers an explanation of (a) where and how research reports are created and by whom (b) how they are processed for publication and (c) what hallmarks to look for when deciding how much to trust the variety of what you read.

The third section consists of two chapters that constitute the heart of our effort to teach you the specific skills needed to read several different kinds of research reports, as well as research reviews. Chapter 4

deals with the obvious house-keeping chore of locating and selecting reports that are appropriate for a beginner as well as the initial mental adjustments of expectation and attitude that are essential if your reading is to be fruitful. Finally, chapter 5 leads you step-by-step through the reading of reports from both quantitative and qualitative studies and then through a typical research review.

The fourth section contains the final two chapters. These constitute a user-friendly introduction to the different types of research that the beginner may encounter (chapter 6) and an effort to help readers begin to examine reports with a critical eye (chapter 7).

The fifth and final section consists of the appendixes (A through D). Several of these simply contain material that is supplementay to particular chapters.

Nieuwenbuys, Olga. **Children's Lifeworlds : Gender, Welfare and Labour in the Developing World**. New Delhi, Social Science Press (69 Jor Bagh), 1994, p 228, Rs.425.

This book is gender and household organization, state ideology and education influence and conceal the lives of children in developing countries. Presenting an extraordinarily sympathetic and detailed case study of the daily work routines of the boys and girls in a village in southern India, the book

shows how children negotiate the value of their work. The combination of personal experience, quantitative data and in depth anthropological analysis sheds light on the world of peasant children, a world that social anthropology has largely neglected.

Giri, V. Mohini. **Kanya: Exploitation of Little Angels**. New Delhi, Gyan Publishing House (5, Ansari Road, Darya Ganj), 1999, p 244, Rs.355.

This volume presents socio-politico-economic facets, such as empowerment of women, gender equality, gender justice, women's rights, human rights, voluntary action, social legislation, custodial justice, gender equality with social justice. The plight of marginal groups among women, child prostitution and trafficking, violence against women, role of the media, democracy and governance and other related subjects are also discussed.

Rajan, R. **Adult Education by NSS Volunteers**. Chennai, Sangeeta Publications, 1998, p 211.

This book is divided into five chapters. The first deals with the meaning and concept of adult education, development of adult education programmes and the importance of the study. The second chapter reviews the past, studies on adult education/literacy campaign undertaken by the different individuals and institutions. The third chapter

outlines the methodology and procedure of the study. The fourth chapter presents details of data collected from the field, NSS Programme Co-ordinators/ Programme Officers of Universities/Colleges, Polytechnics and Higher Secondary Schools and Volunteers/learners who participated in this programme. The fifth and final chapter starts with the summary of the study followed by results, conclusions, recommendations and suggestions.

Livi-Bacci, Massimo and De Santis, Gustavo. Ed. **Population and Poverty in the Developing World**. New York, Oxford University Press, 1999, Rs.675.

This volume presents multi-disciplinary approach to the problem, offering a comprehensive review of the theoretical issues and empirical findings that relate to the complex and multidirectional link between poverty and demographic behaviours and outcomes in the contemporary developing world.

The contributors analyse in the detail its causes and effects, both at the micro and macro levels, concentrating on those factors and consequences which relate more directly to the demographic sphere. Population growth, household structure and labour, fertility, AIDS, urbanisation, migration and mortality are amongst the areas covered with the major themes discussed and elaborated.

# IAEA

INDIAN  
ADULT EDUCATION  
ASSOCIATION  
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## NEWSLETTER

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### Workshop on Role of Education and Training in Natural Disaster Management

A Workshop on the Role of Education and Training in Natural Disaster Management was organised by the Maharashtra State Branch of Indian Adult Education Association (IAEA) in J.P. Naik Bhawan, Mumbai Vidyapeeth Campus, Kolema, Mumbai on June 19-20, 1999.

Shri KC Choudhary, General Secretary, IAEA inaugurated the Workshop. In his inaugural address Shri Choudhary apprised the participants on various types of natural disasters and role of the NGOs and people's institutions in educating the masses and in combating disasters.

Shri BN Kamble, Chairman, Maharashtra State Branch and Vice-President, IAEA presided over the function. Prof. Asha Patil, Secretary delivered the welcome address.

Dr. Janki Andheria, Head, Department of Library, Rural and Community Development, Tata Institute of Social Sciences, Mumbai in her key-note address discussed the various phases of disaster management. She stressed the need of changes in rural life style, international political context, rigid approaches of donor/funding agencies and need for disaster preparedness

management.

She apprised the participants about various myths and asked them to enhance local initiatives by



*Shri KC Choudhary, General Secretary, IAEA inaugurating the Workshop by lighting a lamp. On his left are Shri AL Bhargava, Associate Secretary, IAEA, Ms Asha Patil and Shri BN Kamble, Secy. and Chairman of Maharashtra State Branch respectively.*

encouraging the people who could take charge of themselves.

Barrister MG Mane, former Minister of Maharashtra Government and former President, IAEA was the Chief Guest in the valedictory function and Shri AL Bhargava, Associate

Secretary, IAEA was guest of honour.

Shri BN Kamble presided over the function.

46 representatives of Mumbai Vidyapeeth; SNDT University; Shivaji University, Kolhapur; Dr. Babasaheb Ambedkar Marathwada University; University of Nagpur; Maharashtra

Institute of Labour Studies, Mumbai; IIWE; Shramik Vidyapeeth; Tata Institute of Fundamental Research; Bombay Social Service League; RMS, Mumbai Municipal Corporation; Labour Union and other organisations participated in the workshop. ■

## Sachdeva Retires

Shri JL Sachdeva, Director, Indian Adult Education Association (IAEA) retired from the services of IAEA on attaining the age of superannuation on May 30, 1999.

Shri Sachdeva joined IAEA in 1962 as Librarian, later on promoted to Documentation Officer, Deputy Director in 1983 and Director in 1985.



*Prof. BS Garg, President, IAEA (extreme left) presenting a shawl and shirwal to Shri JL Sachdeva (centre). Shri KC Choudhary, General Secretary, IAEA is also seen in the picture.*

A warm farewell was given to him on June 11, 1999. Prof. BS Garg, President, IAEA appreciated his devotion and dedication to the Association.

Shri KC Choudhary, General Secretary praised his worthiness, sincerity and recalled various incidents during 37 years of his services to IAEA and Adult Education Movement.

Prof. Garg honoured him with a shawl and shirwal. Smt. Veena Mahajan, Office Superintendent presented a bouquet on behalf of the staff of the Association. Shri RN Mahlawat, Treasurer, IAEA also appreciated his services.

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### East Zone Conference Postponed New Dates - November 20-21, 1999

The East Zone Conference on Adult Education of the Indian Adult Education Association which was to be held in Orissa on August 28-29, 1999 in collaboration with Utkal Navjeevan Mandal and Bajirout Chatravas (Malti Ashram), Angul has been postponed due to General Elections.

It will now be held on November 20-21, 1999. Other particulars will remain the same and the Conference will start on 20th November 1999 at 10.00 a.m.

## Infertility is Third Major Problem Worldwide

Infertility is growing worldwide with around 60 to 80 million couples per year, making it the third major problem in reproductive health, following other problems like curable STDs and unmet family planning needs. Data on India shows that infertility is affecting a large number of people; the prevalence rate of primary infertility being three per cent and secondary infertility eight per cent.

UNFPA representative Michael Vlassoff said the Indian government needed to be "sensitised" towards this problem despite its preoccupation with the major task of controlling a growing population. Simple preventive measures could be widely disseminated through major communication programmes, like informing women at the community level that reproductive tract infections (RTIs) or STDs were a major cause for infertility, he said. The proportion of infertility due to RTI in Asia was estimated to be between 15 to 40 per cent.

Worldwide, in general, about 38 per cent of infertility was there due to some problem with women; 20 per cent with men; and 18 per cent because both had problems; and 20 per cent was "unexplained" despite there being nothing wrong with any of the partners. The UNFPA has decided to initiate pilot projects in selected districts of Gujarat and Madhya Pradesh for infertility prevention and management.

- Hindustan Times  
1st March 1999

## Use technology to mitigate disasters

Effective intervention using modern technical knowhow should be developed to reduce the calamities in case of a disaster, according to the Director of the Institute of Management in Government, Dr. G. Balmohanan Thampi.



Standing from L to R are Mr. K Ayyappan Nair, Mr. K Pratap Chandran, Dr. V Reghu, Dr. G Balamohanan Tampi (Chief Guest), Dr. K S Pillai (Chairman) and Dr. AM Tampi (Vice-Chairman).

Inaugurating a Seminar on Disaster Management organised by the Kerala Branch of the Indian Adult Education Association, Dr. Thampi said concerted efforts of the Government agencies and voluntary organisations and steps to create more awareness among the people is needed.

Dr. Thampi pointed out that the assistance and intervention of the Government agencies in the case of a disaster is very slow at present. Steps should be taken to reduce the destruction during calamities and the Management techniques should be subjected to more studies, he said.

The Chairman of the State Branch, Dr. KS Pillai, presented the theme paper at the inaugural session and the Secretary, Dr. V Reghu, welcomed the gathering. As many as 10 papers were presented on the different aspects of disaster management.

In his paper 'Some thoughts on disaster management', the Joint Secretary of Kerala Branch Mr. K Pratapa Chandran, called for an effective strategy for disaster management. Such strategies could be evolved through development of integrated disaster management plan, creation of awareness committees in the community and by creating active action through community participatory planning. Disaster management is still a neglected area in the country, he pointed out and called for a central policy to deal with disasters.

Another paper presented by the Safety Officer, Hindustan Latex, Mr. PMC Nair, on "Disaster Management".

For specific situations stressed the need for disaster control management for readiness in providing timely care to the injured, reduction of further losses and also for avoiding panic among the public.

The paper on 'Integration of strategies for disaster management challenges and opportunities' was presented by the Research Investigator of Population Research Centre, Dr. D. Sivakumar. It suggested that disaster management should be an item of both class room teaching and non-formal education.

'Industrial Disaster & Management' paper was presented by the Technical Officer of the Department of Factories and Boilers, Mr. Biju Prabhakar. He pointed out that off-site emergency plans have been prepared for the districts of Ernakulam and Kozhikode. ■

### BCAESD Seminar

Bombay Council of Adult Education and Social Development has completed 21 years of useful service to the downtrodden illiterate and neoliterate people of Greater Bombay and other parts of Maharashtra.

The Council is organising a Seminar at Indian Council of Social Science Research Hall, J.P. Naik Bhavan, Vidyanagari, Kalina, Santacruz (East), Mumbai-400 098 on Monday, **August 30, 1999** from 9.00 a.m. to 5.00 p.m. ■

## **Most illiterates in India: FICCI report**

The facts speak for themselves. One out of every two Indians is an illiterate, constituting the largest percentage for any country. About 40 per cent of men and 60 per cent of women above 15 years' 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. ■

## **Free Education for girl students in Maharashtra ITIs**

The Maharashtra Govt. today decided to provide free education to girl students in the Industrial Training Institutes (ITIs) in the State with effect from the current academic year.

The decision was taken at a meeting of the State Cabinet here, the Chief Minister, Mr. Narayan Rane, told reporters at Mantralaya after the meeting.

Altogether 18,583 girls in 312 ITIs would be beneficiaries of the decision, Mr. Rane said. He pointed that the decision was not taken with an eye on the forthcoming polls.

The decision would impose a burden of Rs.33.45 lakhs on the State Exchequer, he said.

The State Government has also decided to introduce cash incentives for Marathi drama producers who bring out quality plays on the stage, Mr. Rane said.

The Chief Minister also said

the Cabinet had decided to allow those holding a degree or diploma prior to 1992-93 in the State to practise allopathy.

This decision would be applicable in 29,000 cases, he said.

Four new offices of charity commissioners would be set up at Nasik, Kolhapur, Latur and Amravati, Mr. Rane said.

He said the Government had also decided to disqualify members of municipal councils found engaged in illegal constructions. ■

## **Women Power at Play**

A study conducted by the Society for Participatory Research in Asia (PRIA) found that more than 95 per cent of women representatives felt they were getting tremendous support from their families. Interestingly, more than 70 per cent were over 40. Since the average age of marriage is 18, most fall in the category of mothers-in-law.

The study also shows that a very small percentage of young women are able to participate actively in decision-making or attending gram sabha and gram panchayat meetings. Rigid social norms prevent young women from speaking in public in front of males. In the zilla parishad and panchayat samiti, however, the situation was reversed, with 60 per cent and 45 per cent of women respectively being younger than 40. They were also more articulate than their counterparts at the gram panchayat level. This is probably because 80 per cent of zilla parishad representatives are educated, while those in gram panchayats are illiterate. However, literacy doesn't seem to be a deterrent - more than 40 per cent of women representatives at all levels would like to participate again. ■

## Population: World to pay as rich countries don't

The United Nations opens a special General Assembly session recently aimed at reviving efforts to control explosive world population growth.

A previous attempt to tackle the problem had been blocked by moral objections to birth control from a coalition of Roman Catholic and Islamic countries as well as broken promises on financial support from rich countries.

The same obstacles hang over the three-day session was organised under the auspices of the UN Fund for Population Activities (UNFPA), while the problem itself is getting worse.

The world's population has doubled since 1960 and will reach six billion in October this year. By 2025, it will reach eight billion mark, four times the number in 1930.

Developing countries account for 98 per cent of this growth. There are one billion people of child-bearing age, more than ever before, and most of them live in poor countries. For the UNFPA, access to birth-control to avoid unwanted pregnancies is a fundamental right. The challenge is to find the money from UN member governments to finance its ambitious programme of providing family planning and reproductive health care for every couple in developing countries.

At a conference on world population in Cairo in 1994, 179 governments had pledged to supply the necessary funding. They had adopted a 20-year plan of action which entailed spending \$ 17 billion a year on family planning and maternity care up to year 2000 and \$ 21 billion a year

through to 2015. Developing countries were to foot two-thirds of the bill with the remainder to be paid by non countries.

However, rich countries failed to deliver on the pledge and only \$ 9.5 billion a year had been collected. \$ 7.5 billion of it from developing countries, with China, India and Indonesia supplying most of that.

The UNFPA will fight hard to convince rich countries who have already agreed to forgive part of the debt of developing countries. The demand for bigger contributions comes at a time when aid to developing countries has reached a low.

Lack of money is not the only obstacle. Five years ago in Cairo, battle lines were drawn in a bitter dispute over the morality of birth-control. Secular western countries were lined up against Catholic and Islamic countries, which grouped such un-likely allies as the Vatican and Iran.

*-Agence France Presse*

## Newspapers in Adult Education, a Sourcebook

Newspapers in Adult Education, a Sourcebook, prepared by the International Consultative Forum on Education for All (EFA Forum) in cooperation with the World Association of Newspapers has been published by UNESCO. This book sets out to show in a practical way how newspapers can make a major contribution to adult learning.

NIE, the acronym for Newspaper in Education, is the name of an educational partnership between the newspaper industry and participating school systems. Today, in some thirty countries

there are programmes and activities for preschool through college and beyond. Schools may use newspapers at all grade levels to teach a variety of subjects -- history, reading, social science, maths, economics, composition, to name a few.

This book gives ten successful examples from Argetina, Cameroon, Mali, Mexico, the Netherlands, Norway, Sweden, South Africa and the United States of how newspapers can contribute to meet the basic learning needs of adults.

The EFA Forum is working in close partnership with the World Association of Newspapers (WAN) to promote newspapers as learning materials in schools and in out-of-school basic education.

For copies, please contact the EFA Forum Secretariat at UNESCO, Paris.

## Arvind Kumar Jain Awarded Ph.D.

Devi Ahilya Vishwavidyalaya, Indore awarded Ph.D. degree to Shri Arvind Kumar Jain for his thesis entitled "Evaluation of Literacy Programme for Scheduled Tribes in Dungarpur District of Rajasthan".

The research was guided by Dr. Umesh Chandra Vashistha, Reader, DAVV, Indore. ■

## Collection Centre for CD-ROMs

The Union Ministry of Science and Technology has designated the Indian Institute of Technology, Delhi as the National Collection Centre for CD-ROMs, published in India and on India, to act as a Single Window. Information Service Centre for Indian CDs. ■

## International Delegation Visits PERC

An International delegation visited Personal Counselling Unit and Referral Unit in University Health Centre of University of Delhi which is being run by the PERC, Deptt. of Adult and Continuing Education. The team members were : Dr. Fred-Burian, Unesco - Expert on Adolescent Education; Dr. Geeta Katriya, National Consultant, UGC; Dr. SP Malik, Dy. Commissioner, IEC, Ministry of Health and Family Welfare, Govt. of India; Dr. Anand, President, Sakshi and Dr. Kumud of Sakshi.

Dr. Mridula Seth, TSA, UNFPA, Dr. RC Sharma, Unesco Expert also attended the meeting in the UGC Population Unit. The experiences of PERC, University of Delhi, were also shared in the meeting.

Delhi PERC has established a personal and referral Counselling Unit with the help of the University. Large number of students have been utilising the services of telephonic and personal counselling.

Dr. JK Siddartha, who started providing telephonic and personal counselling services in the Centre stressed on further strengthening peer group counselling and sharing experiences with large number of students and youths.

Dr. Anand, President, Sakshi shared his recent experience of Adolescent programme conducted in JNU, where Dr. Geeta Katriya, Dr. Mridula Seth and Mr. Rajesh, P.O., also participated. Mr. Rajesh said that students themselves should come forward to chalk out the strategies to educate

adolescents. He also stressed the need of bringing out a newsletter by the students themselves on adolescent sexual issues.

Mr. Rajesh, P.O. and PERC Programme Co-ordinator, shared experience in personal counselling. Dr. SP Malik, Ministry of Health & Family Welfare, Govt. of India shared his experiences in various IEC Programme.

Mr. Sonit Singh, Peer-Educator said that he was also benefitted by D.U. Helpline Counselling services.

Dr. Fred-Burian, asked several questions pertaining to adolescent problems and sexuality. He stressed on sharing experiences of D.U. Helpline counseling services at National and International levels. He highly appreciated the various programmes initiated by the UGC under Population and Development Education in Higher Education.

Dr. Geeta Katriya, National Consultant, UGC informed Dr. Fred-Burian that Delhi University was the first University in India to start a separate personal counselling unit and linked it with the University Health Services. He appreciated the role of medical officer, Dr. JK Siddartha for providing services more than 10 hours per week to strengthen PERC counselling centre. ■

## The Gender Gap Persists

Reducing the gender gap in education remains a persistent problem in some parts of Asia, according to a UNESCO study carried out in India, Indonesia, the Lao People's Democratic Republic, Nepal and Thailand.

The study, which compared national policies and strategies in girls' and women's basic education indicates that things go wrong at a very early stage. None of the countries expect for Nepal has clear programme targets, and often a lack of monitoring and evaluation lead to unsuccessful pilot projects - that should be discontinued - becoming mainstream programmes. Educating girls is more complex than educating boys, the study claims. Before entering a classroom, girls have to face a range of socio-cultural, economic and structural obstacles. These include preferential treatment of males, early marriage, negative attitudes towards girls' schooling and lack of female teachers. The study concluded that both men and women be sensitized to gender issues in their communities. ■

## Rajkumari Chandrasekar Honoured

Dr. Rajkumari Chandrasekar, Professor Emeritus, Dept. of Adult and Continuing Education, Madras University was honoured by Variyar Award by Tamilnadu Anmega Peravai, Madras for the outstanding contribution in the field of Women's Education and Women Development. She was conferred the title "Mangayarkula Mamani" by Hon'ble Chief Justice Thanikachalam (Retd.) at Madras.

CHED, Madras (Centre for Health Education and Development) had conferred on her Mamani Award for outstanding contribution in the field of Education for International Women's Day 1999. Dr. Venkata Subramaniam - the Former Vice Chancellor of Pondicherry Central University, Madras presented the award. ■



## DOCUMENTS

Mishra, L. **Unorganised Labour : Deprivation and Emancipation.** New Delhi, Manak Publications (P) Limited (G-19, Vijay Chowk, Laxmi Nagar), 1999, p.171, Rs.275.

The book is divided into eleven chapters. Chapter I and II discuss deprivation and indebtedness and bondage of rural poor masses. Chapter III is on the agony of the contract labour. Chapter IV, V and VI are on migration; wages at their minimum and employment, under-employment and unemployment issues. Chapter VII is on ailments of our plan and the policies. Chapter VIII, IX and X deals with bondage law; role of state and NGOs and concientization process. The last chapter presents hope and despair of bondage labours.

Sharma, Vinod K. **Ed. Disaster Management.** New Delhi, National Centre for Disaster Management, Indian Institute of Public Administration (Indraprastha Estate, Ring Road) 1997, p 281, Rs.300.

The book contains six theme papers dealing with different aspects of Natural Disasters. Few case studies presented by eminent persons on various types of disasters, viz. Drought, Earthquake and Cyclone have been incorporated. A summary of Cost-Benefit Considerations in Disaster Mitigation and recommendations of three study groups have also been given. The book provides informations on Disaster History Report, Progress in IDNDR,

Concepts and Guidelines of Hazards and Vulnerability Analysis for Administrators and Academics.

Gadam, Sudhakar N. **Total Literacy Campaign of Yavatmal District: External Evaluation Report.** Pune, Gokhale Institute of Politics and Economics, 1998, p 76, Rs.160.

The report is divided into six chapters. The first chapter gives the profile of the Yavatmal district. The methodology of external evaluation is presented in the second chapter. In the third chapter administrative set up is explained which also includes the information regarding training activities carried out 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 documents important field events.

Shah, S.Y. **Studies in Indian Adult Education.** New Delhi, Indian Adult Education Association (17-B, Indraprastha Estate, New Delhi-110002), 1999, p 175, Rs.150.

This volume covers some of the crucial areas of Indian Adult Education. The following topics have been examined in different papers viz; Adult Education Policy and Planning, University Adult Education, Literacy Campaigns and International Linkages of Indian Adult Education.

Smith, Datus C. **A Guide to Book Publishing.** New Delhi, Oxford and IBH Publishing Co. Pvt. Ltd. (66 Janpath), 1989, p 268, Rs.105.

The document describes each part of the book publishing

operation. The areas covered include editorial preparation, physical production, promotion, and distribution of books.

The publisher's relations with authors, printers, booksellers, librarians and educators are also discussed and the economics of the whole publishing process is also presented.

The book also deals with the special problems of textbooks and children's books, and analyses of both the editorial and the economic difficulties in publishing translation works. Separate chapters deal with book clubs and mass marketing.

National Council for Teacher Education. **Teacher Education in Karnataka : Current Status, Issues and Future Projections.** New Delhi, National Council for Teacher Education, 1999, p. 196.

The study covers all types of teacher education institutions run by different types of managements as well as state level supporting, controlling or guiding agencies or departments. Statistical figures pertaining to admission, examination results and expenditure on teacher education are also attempted.

The book is divided into eight chapters. Chapter I is introductory and Chapter II gives an overview in historical perspective. Chapter III is on strength and issues of teacher education. Chapter IV, V and VI are on management of teacher education, resource support institutions and preservice teacher education. Chapter VII is on in-service teacher education. The last chapter provides future perspective in education.

Ahmad Khan, Md. Tajuddin. **Social Structure of Migrant Population.** New Delhi, Rajesh Publications (1, Ansari Road, Darya Ganj), 1999, p.184, Rs.300.

The book deals with the various problems of migrant population of era. It consists of seven chapters in which urban landscape, morphological features, demographic characteristics, social ecology, etc. have been discussed. It deals with the various methods and techniques, theories, laws and concepts, causes and consequences of migration.

Deshprabhu, Suchitra. **Ed. Educational Psychology and Child Development.** New Delhi, Kanishka Publishers Distributors (4697/5-21A, Ansari Road, Darya Ganj), 1998, p.307, Rs.495.

The book covers aspects such as : learning patterns in infancy; intelligence development in the pre-adolescent child; growing child and challenge of policy

formulation; learning and discrimination; approaches to decision-making curriculum; children and mathematical concepts; learning skills in handicapped; major factors in learning and learning disorder; educational approaches and new technologies; child development perspective and mass media; and understanding the value of children.

United Nations Development Programme. **Human Development Report 1999.** New York, Oxford University Press (198 Madison Avenue, New York), 1999. p 262, Rs.395.

The report is divided into five chapters. Chapter I and II are on human development in this age of globalization and new technologies and the global race for knowledge. Chapter III is on the invisible heart-care and the global economy. Chapter IV is on national responses to make globalization work for human development. The last chapter discusses reinventing

global governance for humanity and equity.

Patel, Chhaya. **Ed. Social Work Practice : Religio-Philosophical Foundations : Essays in Honour of Professor Indira Patel.** Jaipur, Rawat Publications, (3 NA.20, Jawahar Nagar) 1999, p 371, Rs.650.

The book is divided into three parts. The first part of the book is on religio-philosophical foundation and social-work practice. It deals with the issues of linkages between religious philosophy and social work perspectives. The second part deals with the disciplinary concerns of social work profession, education and aspects of practice in NGO sector in India. The last part comprises of discussions on various sites of social work, disciplinary interest and practice such as rural reconstruction, age-care policies, female casual labourers, community mental health and women's development programmes.



## School Drop-Outs

A serious concern has been expressed by educationists in the Capital on the increasing rate of school drop-outs.

A recent study by UN Rao, additional commissioner of police, indicates that many school-going kids love to steal cars, indulge in affairs and watch movie rather than attend classes. A finding by the Delhi Police also shows that schoolkids find crime exciting and an easy way to earn a fast buck.

"Poverty is the main reason for drop-outs who are forced to take up jobs to support their families. Another major reason is the lack of motivation to study. Many of them get hooked to drugs and alcohol early in life," says Rao, who has formed the Urivi Vikram Charitable Trust to rehabilitate school drop-outs.

The Union Ministry of Human Resource Development is concerned about the alarming rate of drop-outs. According to a report, 38 per cent boys and 41 per cent girls leave school before they reach class five. Among those who went upto class eight, 54 per cent dropped out.

*contd on page 2 col 3*

## National Literacy Mission bags Noma Prize

India's National Literacy Mission (NLM) has won UNESCO's prestigious Noma Literacy Prize for 1999. The decision was announced after an international jury met in Paris to decide the winners of UNESCO's four literacy awards. The US\$ 15,000 Noma Prize - together with a diploma and a silver medal - recognises NLM's initiation of the Total Literacy Campaigns which are "now accepted as the dominant strategy for the eradication of illiteracy. The US\$ 15,000 Malcolm Adiseshiah International Literacy Prize has gone to the Corresponding Services of the Literacy Movement Organisation of Iran.

Expressing his happiness at winning the award, NLM Director General Bhaskar Chatterjee said that the award was "a vindication of the voluntary spirit of the movement which has been on since 1990. It is a tribute," he said, "to all the literacy workers who have striven and given their all for the cause of literacy."

The International Jury singled out NLM's efforts in "galvanising activities towards national integration, conservation of the environment, promotion of women's equality and the preservation of family customs and traditions," apart from training, producing teaching-learning materials, setting up autonomous (education) bodies, creating awareness for education, and raising the demand for quality and quantity of primary education.

The Corresponding Services Project, Iran, has provided educational and learning opportunities to those who are interested in acquiring knowledge but are unable to attend literacy classes. The International Reading Association Literacy award has gone to the Family Literacy Programme of the Basic Skills Agency, UK and Northern Ireland while the King Sejong Literacy Prize has been shared by the Directorate for Adult Literacy and Training, Ministry of National Education, Niger, and the Ministry for the Promotion of Women and Human Development, Peru.

The Noma Prize, established in 1980, is named after the prominent Japanese publisher, Shoichi Noma, and donated by his family in his memory. Mr. Noma worked for many years to promote the development of literature and publishing in developing countries. The Malcolm Adiseshiah International Literacy Award was established two years ago by India in memory of the late Dr. Malcolm Adiseshiah, Former President of IAEA, educationist and former Deputy Director General of UNESCO and is given away every year by the UNESCO.

## World Population Day celebrated

CACEE/PERC, University of Kerala

The PERC, Centre for Adult Continuing Education and Extension (CACEE), University of Kerala has organized different programmes as a part of the World Population Day on July 11, 1999.

Two programmes - one for the community and the other for the College Students - were organised on July 10th and 12th at Trivandrum.

Community level programme was organised in collaboration with Literacy Forum at Sevagiri Resident's Association, Trivandrum on July 10. Smt. Nafeesath Beevi, Member Vanitha Commission, inaugurated the seminar. Dr. K Sivadasan Pillai, (Emiratus Professor, UGC) Chaired the session and Dr. V Reghu, (Head, CACEE) presented a paper on "Population Explosion and Related Issues".

Dr. V Reghu also participated at the College level seminar and presented a paper. Dr. P Gopinadhan Pillai (P.O.) also talked on the occasion. About 600 students participated in the programme.

### Nagarjuna University

Nagarjuna University Adult Continuing Education Extension & Field Outreach, conducted an Essay Writing and Drawing Competitions for the children studying in rural schools. The competitions were held on July 9th and 10th at JMJ English Medium School, Nagarjuna Nagar on

"Exploding Population is a Hindrance for National Development". 96 students from class VIth to Xth participated in Essay Writing while 74 students participated in Drawing competition. Prizes were also announced and awarded. ■

### New Office-bearers of Jodhpur Adult Education Association

The Jodhpur Adult Education Association recently conducted its triannual elections. The following were elected:

Shri Anand Prakash Bhoot, President; Smt. Shushila Vohra, Vice-President; Shri Manohar Aggarwal, Secretary; Shri AJ Khan, Joint Secretary; Shri Satyanarayan Daga, Treasurer.

Prof. Gopal Bhardwaj, Shri RN Singh, Prof. RK Jain, Dr. Govind Soni, Dr. (Miss) Urmila Singhavi, Shri Sohanlal Danodia, Smt. Nisha Johari, Shri Tulsiram Daga, Shri RP Aggarwal and Shri SL Mundra were nominated as Members of its Executive Committee. ■

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### JD Sharma passes away

Shri JD Sharma, IAS (Retd.), former Vice-Chancellor, Jammu University and former Director, Indian Adult Education Association passed away in Panchkula, Haryana on July 11, 1999. He was 80.

He was Founder President, SOS Children's Village Association, Bal Niketan, Panchkula. He was associated with adult education work for over two decades.

The Association deeply mourns this great loss and conveys its heartfelt sympathies to the bereaved family.

*contd from page 1 col 1*

According to psychoanalysts, children who are increasingly dependent on television as the only form of entertainment find school boring. "This is a phenomenon observed in the big cities," says Rao. "Schools are no longer a sacred institution. Values are changing fast. Children have taken to fun more than studies," comments Dr. SC Malik, a noted psychiatrist.

According to teachers in convent schools, students no longer view their study-time as sacrosanct. They have many other things to do.

Studies have also revealed that students suffering from depression are unable to complete schooling. "Peer pressure, alcoholic parents and problems emanating from adolescent love also cause such cases," says Dr. Achal Bhagat, who heads Sarthak, a students' counselling centre. ■

# INDIAN ADULT EDUCATION ASSOCIATION

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## **ASPBAE Workshop in Kathmandu**

World Education Nepal and the Asian South Pacific Bureau of Adult Education (ASPBAE) organised a Regional Workshop on "Innovations in Literacy and Post-Literacy Interventions : Learning from Experience" held at Kathmandu, Nepal from July 19-22, 1999.

The objectives of the Regional Workshop were to share innovative experiences in the field of literacy and post-literacy that were documented as case studies, providing comments and feedback based on the experiences of participants on case studies, brainstorming on the strategic directions for ASPBAE in the thematic area Literacy, Post-Literacy and the Universalization of Education and possible contributions to the EFA Assessment 2000 process in the field of literacy and more. ■

## **Fifth UNESCO-ACEID International Conference, December 13-16, 1999, Bangkok**

The Fifth UNESCO-ACEID International Conference on Education is being organized this year by UNESCO's Asia-Pacific Centre of Educational Innovation for Development (ACEID), in collaboration with the Office of the National Educational Commission of Thailand, the Hong Kong Institute of Education, and Education Victoria, Australia.

The topic for this year's Conference is "Reforming Learning, Curriculum and Pedagogy: Innovative Visions for the New Century" which urgently needs addressing and by persons

with a contribution to make to assisting the Conference to meet the objectives set for it.

The objectives of the Conference, and all other pertinent matters, can be found at <http://www.escap-hrd.org/aceid.htm>.

For further details please contact UNESCO Regional Office for Asia & Pacific, Box 967, Prakanong Post Office, Bangkok - 10110, Thailand. E-mail: UHBGK. Internet: UHBGK@UNESCO.ORG

## **World Population Day 1999 and the Day of Six Billion**

On October 12, 1999, the world population will reach 6 billion mark. In the last four decades, the world has seen unprecedented rise in its population. In 1960, there were 3 billion people on the planet. On July 11, 1987, now commemorated every year as the World Population Day, the world turned five billion. It has taken just twelve years to add another billion.

In the words of UNFPA Executive Director Dr. Nafis Sadik: "Reaching six billion marks a success. People today live longer and healthier lives than any generation in history. Six billion is also a challenge. Today there are over a billion young people between 15 years and 24 years of age. Their decisions about the size and spacing of their families will determine how many people will be on the planet by 2050 and beyond. Their decisions will also determine how they live - in poverty or prosperity; on a green and healthy planet or in a world devastated by its own activities.

To advocate population and development, gender and health issues, an awareness campaign has been planned by several government and non-governmental organisations. The campaign will

focus on the World Population Day (July 11) and move on to the Day of Six Billion (October 12). There is more ahead for India - the day of India's 1 billion that the government will announce later. ■

## **3rd Asia Regional Forum, Beijing, Oct 18-22, 1999**

Third Asia Regional Literacy Forum on "Innovation and Professionalization in Adult Literacy" will be held in Beijing, China, October 18-22, 1999.

This Forum is co-organized by the International Literacy Institute (ILI), UNESCO, and the Government of China, with co-sponsorship from a variety of international and bilateral agencies such as the World Bank and Unicef. ■

## **Adult learners forum, UK**

The members of this group are award-winning students, representative of the broad spectrum of learners involved in adult education in England and Wales. Their qualification of membership is a clearly demonstrated love of learning that has produced a quantifiable benefit for themselves and others around them, and has been achieved despite a plethora of difficulties. Their objectives are: to share their own personal experiences of adult education; to seek out and gather the experiences of education from other adult learners; to debate the issues raised; and to identify the areas that are worthy of celebration, standardisation and eradication. The fruits of their research and debate will culminate in September at an event that will proclaim the 'Learner Led' findings - providing a voice for the adult learner and a point of reference for those who shape all aspects of their education. ■

## The International Workers' Education Movement

In the early 20th century some workers' education organisations, notably in north-west Europe, were formed in response to the growing education needs of working people who were excluded from formal education opportunities.

Workers faced the challenges and opportunities of an expanding democracy, the growth of the trade union movement in political and social life, and the development of what we now term "civil society" linked to the labour movement. A range of organisations sprung up in response to these changes, notably the co-operative movements, organisations of women workers and trade unionists, youth associations, cultural organisations and more.

In third world countries, the labour movement grew by a somewhat different route, frequently as part of a struggle for democracy and national liberation. These developments led to a somewhat fractured history of collaboration and conflict within the international labour movement.

After the second world war, a number of organisations active in workers' education came together to form the International Federation of Workers' Education Associations in 1947.

As stated in the IFWEA charter, throughout the world, these organisations committed themselves to promote and provide "free and voluntary educational work, according to the principles of solidarity and co-operation, justice and equality, democracy

and freedom".

Today, the principles remain the same, and the international federation (IFWEA) now has 90 member organisations (affiliates) in 50 countries in all parts of the world. These organisations include 'traditional' workers' education associations, national trade unions, international trade unions/secretariats (ITSS), foundations and institutes built to support workers' education, and non-governmental organisations (NGOs) providing education services to trade unions and working-class communities. ■

### IFWEA's Current Practice

The range of education provision is extensive. IFWEA affiliates provide learning opportunities in anything from basic skills in literacy and numeracy to courses in political science, history, culture and literature, trade union representative skills, vocational training, or community development.

Despite this diversity, there is a crucial common factor - a commitment to learning as a collective and democratic process. Workers' education seeks to be democratic both in the way that the organisation is managed and in educational practice.

### Study Circles

For many people an essential part of the experience of learning in the workers' education movement is gained from the practical responsibilities of working democratically together as a group in the classroom, local branch or

committee of their organisation.

In some countries these democratic forms of learning have been developed as "Study Circles", a system of learning in local and informal small groups guided by a non-professional study circle leader and driven by the interests and experiences of the group members. Study Circles are particularly developed in the Nordic countries, but similar models of learning have been developed to meet the local needs of the workers' education movement world-wide.

The role of workers' education in building and sustaining the local and democratic life of the labour movement remains as important today as it was when the workers' movement began early this century.

The labour movement has a long and proud tradition of internationalism. The pioneers of workers' education in the Western industrialised countries were faced with the challenge of enabling working people to exercise their democratic rights. The rise of the labour movement in the third world occurred in the context of political repression, and consequently, workers' education in these countries often became indistinguishable from political education.

IFWEA feels that the workers' education movement has to find ways of defending and extending workers' rights in a new global context whilst retaining the principles of democratic, locally based and participative learning.

## **UNESCO : Educating Adolescents**

UNESCO is executing the project on 'Peer based adolescent education for in-school and out-of-school youth' which is a component of the UNFPA project on Population and Development Education in schools.

The peer based adolescent education project, being carried out in four districts of Madhya Pradesh (Bhopal, Jabalpur, Ujjain and Gwalior) was designed because one fourth of India's population is made up of adolescents who are at risk. Priority attention, it was felt, should be given to adolescent reproductive health issues.

Adolescents are impulsive and are prone to risk behaviour. They become sexually active before they have proper access of correct information and support on contraception and sexual issues. This makes them particularly vulnerable to unwanted pregnancies, unsafe abortions and STD/HIV.

In India, informed decision-making by adolescents is lacking in a majority of young people owing to traditional values and beliefs that place a taboo on open discussions between adults and young children on issues of sex and sexuality. In this situation, for young people, friends become an important source of information particularly on sex and sexuality related issues. If there is so much sharing among peers it is crucial that the information is accurate.

The objective of the project is to promote sexual and reproductive health education among in-school and out-of-school adolescents and to facilitate young people's involvement and participation in

these health promotion campaigns by the use of peer-educators. The project provides these peer-educators and their peers access to accurate information on sexuality, STDs and HIV/AIDS and empowers them with sexual and reproductive health education so that they can make informed decisions. ■

## **Training Programme for Religious Heads**

The SRC Jamia Millia Islamia, Delhi organised a two-day training programme for the religious heads/ Maulvis of Bharatpur (Raj.). Society for All Round Development (SARD), a Delhi based NGO is implementing Literacy and Vocational Education programmes in various villages. Although the socio-cultural taboos have been hampering women education, the training could motivate the orthodox ones. ■

## **Computer Sciences in Demand**

It is reported that Computer sciences and electronics along with management courses have proved to be favourite subjects for candidates seeking admission to various postgraduate courses of Kurukshetra University.

The highest number of applicants have been for Master of Computer Applications (MCA), M.Sc. Computer Science (Software) and M.Tech in Computer Science and Engineering. For MCA there were 1409 applicants for 40 seats. Likewise, for M.Sc. Computer Science (Software) 232 candidates have applied for 25 seats. For M.Tech, Computer Science and Engineering 179 candidates have sought admission against 20 seats. ■

## **IGNOU starts disaster management programme**

Indira Gandhi National Open University (IGNOU) has launched a multi-tiered programme of studies on disaster management and education.

The university has already launched a certificate programme on disaster management, through the distance learning mode but is now adding more modules so as to offer an advanced diploma on disaster management.

In recognition of the initiative taken by IGNOU as also due to its tremendous reach in the country, the Ministry of Agriculture, Government of India has granted IGNOU a project relating to community awareness on disaster preparedness.

Programme on community awareness has been envisaged as a pilot project covering five disaster affected States. The outcome of this scheme would ensure an extension of this programme both spatially and from the view point of including newer subject areas an IGNOU release said.

IGNOU has also secured a collaborative project on community awareness from a non-Governmental organisation Care India. ■

## **Free Medical and Health Camp**

The Deptt. of Adult Continuing Education & Extension of Nagarjuna University organised a free Medical and Health Camp at Venkata Reddy Palem Village of Guntur District. 300 members of SC/ST community were benefitted by the Camp. The Camp was organised with the assistance of the social work students of Nagarjuna University. ■



World Health Organisation. **The World Health Report 1998 : Life in the 21st Century.** Geneva, World Health Organization 1998, p 241.

The report provides the latest expert assessment of the global health situation, and uses that as a basis for projecting health trends to the year 2025. Examining the entire human life span and sifting data gathered in the past 50 years, it studies the well-being of infants and children, adolescents and adults older people and the "oldest old", and identifies priority areas for action in each age group. Women's health is given special emphasis. The future of human health in the 21st century is also discussed.

Biswas, N.B. **Curriculum Studies : A Model for SAARC Countries.** Delhi, Indian Publishers Distributors (156-D, Kamla Nagar), 1999, p.239, Rs.450.

The book is divided into eight chapters. The first chapter examines the curriculum of about two hundred years. The second chapter is devoted to justify the emergence of the present study which is followed by the formulation of a model of curriculum evaluation for the developing country specially the SAARC countries. The third chapter provides an overview of research curriculum. The fourth chapter of the volume constitute the relevance review of the research work on curriculum in other countries. Studies conducted

in India and Bangladesh which has great bearing on the methodology and the model adopted for the present study is given in chapter five. Chapters VI, VII, VIII and IX deal with evaluation of objectives of education, evaluation curricular content and materials with regard to organisation of content, analysis of syllabus, evaluation of text books. Evaluation of teachers' handbook etc. Implementation of the curriculum with regard to physical facilities, time table, student and teachers ratio, teaching aids and materials, teaching procedures evaluation procedure followed in the schools and the problem in implementating the curriculum. The last chapter presents the brief review of complete volume of the book.

Lingam, Lakshmi. Ed. **Understanding Women's Health Issues: A Reader.** New Delhi, Kali for Women (B1/8 Hauz Khas), 1998, p.228, Rs.250.

The book is divided into five parts. Part 1, 'The Assessment of Women's Health Situation, introduces the reader to various demographic indicators and macro-level data that is utilised to assess the health status of women. Macro-level data is explained with micro-level studies which illustrate the social and cultural factors that determine women's health at the household level. Issues such as the intra-house hold distribution of health goods and services, domestic work and the occupation related health of women are covered. Part 2, 'Social Determinants of Health: While issues like access and the availability of health services

cannot be underestimated, the perceived need of women to seek care, nurture their own health and well-being besides that of their family members, the patriarchal controls on a women's body and its significance for women's perception of health, illness, etc. are discussed. Part 3, 'Attitudes to the Body: The state intervention in the arena of reproduction through health policies and programmes, the myopic perception of women's health as that of only' maternal health; the family planning programme and its limitations, and the historical experience of the establishment of allopathic medicine in colonial India are discussed. Part 4, 'Women, Reproduction and the State. New reproductive technologies (NRTs) that constrain pregnancy in the form of contraceptives or assist pregnancy with the aid of assisted reproductive technologies (ARTs) are heralded in India as technological choices for women are discussed. The last part deal with 'Issues Beyond Access'; outlines the amniocentesis debate, and examines the Maharashtra legislation and several dimentions of NRTs.

Jain, Shashi Prabha and Singal, Sushma. **The Gender Revolution: A Study of Educated Women.** New Delhi, Radha Publications (4378/4-B, Ansari Road, Daryaganj), 1999, p.344, Rs.550.

The book contains three sections. The first section is a theoretical framework consisting of three chapters - Introduction, Women in Contemporary India, Theoretical Perspectives and Review of Literature and Research

Methodology and Social Settings. The second section is empirical and based on primary data. It consists of seven chapters - Profile of the Respondents, Woman as a Person, as a Daughter, as a Wife, Daughter-in-Law, Mother, as a Member of Society, as a Worker and Social Psychological Perspectives. The last section comprises the summary and conclusions.

Agrawal, S.P. **Development of Education in India : Select Documentation 1995-1997. Vol. 5.** New Delhi, Concept Publishing Company (A/15-16, Commercial Block, Mohan Garden), 1999, p.473, Rs.600.

The book is divided into four parts. Part one presents an overview of educational developments in the country in all its important aspects. Part two includes select documents covering diverse facets of education. Particularly it is concerned with the reports of the

important commissions and committees. The third part is devoted to educational statistics. The last part consists of appendices relating to topics not covered earlier.

Ruhela, Saryu. Ed. **Understanding the Indian Women Today : Problems and Challenges.** Delhi, Indian Publisher's Distributors (156-D, Kamla Nagar), 1999, p173, Rs.350.

The book is divided into twelve chapters. Chapter one discusses the Indian women today: sociological perspectives. Chapter two and three are on gender relations in the Indian society and Indian women: her problems and challenges. Chapter four, five and six analyses Indian women: their status and education and Indian women of the 1990's. Chapter eight and nine are on case study of hindu divorcee and debate on giving 33 per cent reservation of seats for women in the parliament and legislative

assemblies. Chapter ten and eleven are on subject choices of female collegiates in India and health status of rural women. The last chapter deals with empowerment of the Indian women.

Tiwari, Satish. **Indian Population Today and Tomorrow.** Delhi, Rajat Publications (4/32, Geeta Colony) 1999, p.255, Rs.450.

The book is divided into eleven chapters. Chapter I and II are on population characteristics and fertility in India. Chapter III is on growth and development of population. Chapter IV, V and VI are on role of female in rural development, population policy and mortality in India. Chapter VII is on natural fertility and nuptiality patterns. Chapter VIII, IX and X deal with decline in birth rate, new contraceptive technologies and pregnancy termination. The last chapter is on family planning programme.



### Education top priority for SCs and STs

Education should be given the top priority if the SC and ST population of the country are to come up at the national mainstream, says Mr. Dilip Singh Bhuria, Chairman, National Commission for Scheduled Castes and Scheduled Tribes.

Underscoring on the need for more funds for education of the SC and ST, Mr. Bhuria emphasises that special projects for education are required in areas where there are concentration of their population. In fact in such areas, residential hostels are being set up to create a congenial atmosphere for SC and ST education, he informs.

Mr. Bhuria links the low level of education with the continuing under-representation of Scheduled Castes and Scheduled Tribes in various Departments and public sector enterprises of the Government. "Even after 50 years of independence the representation of SC and ST has not reached the prescribed level of reservation," he points out.

According to Mr. Bhuria, the National Commission for

Scheduled Castes and Scheduled Tribes has been recommending in its various reports that the Government needs to make all special efforts to fill up this shortfall by taking steps such as special training and coaching for SCs and STs, passing of Central legislation to enforce reservation in Government services, public sector enterprises, universities and banks.

Mr. Bhuria says after he took over as the Chairman of the Commission, his priority areas, besides education, have been health and overall development of the SC and ST population.

Pointing out that health facilities in most of the SC and ST areas are almost non-existent, Mr. Bhuria avers that even basic amenities like safe drinking water and sanitation are completely missing in these areas.

While arguing that it was the responsibility of the state governments to provide basic amenities, Mr. Bhuria commends the Andhra Pradesh approach in special recruitment of doctors for tribal areas. Such an approach need to be followed by others, he

emphasises.

Dwelling on the recent cases of industrial houses trying to acquire land in tribal areas for setting up plants and mining purposes, Mr. Bhuria asserts that if the tribals come to the Commission for help, it would extend all possible assistance including legal protection.

He says that under the 73rd amendment, land under the scheduled areas cannot be acquired without the permission of Gram Sabha. It is the prerogative of the Gram Sabhas to decide whether if the land is acquired would be beneficial to the local population.

Dwelling on the issue of increasing atrocities against SCs and STs, he opines on the need to have special counts to sort out the piling cases on a time-bound period. He cites the case of Uttar Pradesh where more than 70,000 cases of harassment of SCs and STs are pending.

He informs that the Commission have directorates in 17 states. "Now more and more authorities are becoming aware of the Commission's powers.

## **ACEE, Panjab University, Chandigarh**

Department of Adult, Continuing Education & Extension, Panjab University, Chandigarh has been continuously striving for bringing about behavioural and attitudinal changes amongst students, youth, women and masses at large.

It organised a two-day Seminar-cum-Orientation course on 'Environmental Issues for field functionaries in Adult Literacy Programmes' recently. Prof. IBS Passi, Dean, University Instructions, Panjab University, Chandigarh inaugurated the Seminar. He emphasised the fact that without the environmental protection, there can be no sustainable development. Senior Professors from the different departments expressed their views on various pollutants and health hazards and ways and means to control these. It was expected that the functionaries of Adult Literacy Programmes shall become our messengers and enlighten the masses.

A one-day Awareness Course on Legal Literacy was also organised for Anganwadi workers and women learners of Post-Literacy programme.

A one-day Interface of Conveners and University teachers was held in the Department on May 23, 1999 to launch third phase of the UNFPA Sponsored Project on Population Education. Prof. Geeta Kataria, Consultant and Coordinator of the Project, Prof. Poonam Dhawan, Director, Deptt. of Adult Education, University of Jammu, Jammu and Professors from various

departments of the Panjab University participated.

A Seminar on "Population Growth and Its Impact on Coming Generation" was also organised to celebrate World Population Day on July 11, 1999.

HELPLINE for college and university students was launched by the department in the 1st week of July to help, guide and advise the students regarding various academic problems.

Dr. Ajaib Singh, Director and Dr. (Mrs) Sween, Project Officer of the department presented papers on 'Gender Issues' and 'Role of Open Learning Systems' respectively in the 19th World Conference on Open Learning And Distance Education, held at Vienna, Austria from June 20-24, 1999. The Conference was organised by 'International Council for Open and Distance Education.'

## **Orientation Course on Recent Development in Adult Education**

Adult Education Unit of Jawaharlal Nehru University, New Delhi has organised a four-day Orientation Course on 'Recent Development in Adult Education' for a group of 35 lecturers and doctoral students from JNU, Delhi University, Jamia Millia Islamia, IGNOU, and District Resource Unit. The course was jointly planned and organised by the Departments of Adult Education of JNU, DU and Jamia as per the UGC guidelines on adult continuing education. The course was transacted through panel discussions, video presentations, special lecturers and field visits with the help of faculty drawn from JNU, State Resource Centre, Jamia and other institutions. ■

## **VOs have a role to play in water crisis**

In the context of the challenges of the 21st century in reaching out to those who do not have proper facilities of water, the Government, people and voluntary organisations have an increasingly important role to play together.

In case of water supply programme, which directly benefits the common people, successful and effective implementation is only possible when the people themselves are involved in a participatory manner.

The voluntary organisations can handle a plethora of issues which include:

*- Keeping a watch on the quality of water. VOs can educate the people in urban areas to change the consumer pipes if they are likely to form source of contamination.*

*- Economical use of water is important, but it is a neglected issue. VOs can convince people that availability of water is not unlimited. They can educate people to use water economically not only during period of scarcity, but at all times as a matter of habit.*

*- Taking over the water supply schemes and their operation and maintenance. The operating staff and the local people could be kept informed about the remedial or preventive maintenance.*

*- Rehabilitation of oustees in schemes which involve construction of a dam.*

*- Creating awareness when water resources get polluted and also by taking pro-active stand.*

## Human development caught in crossfire

*Sidharth Bhatia*

The annual Human Development Report of the United Nations Development Programme (UNDP) has become an important feature on the calendar of not only the development community but also policy-makers all over the world. In its decade-long existence, the HDR, which was initiated by the Pakistani economist, Dr. Mahbub Ul Haq, has come to become a kind of report card of the performance of various economies and societies. But unlike other such indices, which look at traditional economic indicators like growth in Gross Domestic Product or per capita income, the HDR explores the state of the nations, as it were, via the Human Development Index. This relatively crude index incorporates factors such as life expectancy, adult literacy, and real GDP per capita to give a composite picture of the quality of life in 174 countries of the globe.

The countries are divided into three categories of human development - high, medium and low, and are ranked in descending order. Apart from the composite HDI, the report also ranks countries according to other indicators, for instance, gender empowerment and education, but it is the HDI that grabs the headlines.

India is ranked 132 this year, a definite jump up from 139 in the previous year, while, for those who are interested in such comparisons, neighbouring Pakistan continues to stay at 138. Tinier Sri Lanka scores a much higher 90. All three countries are in the medium level, above two

other South Asian countries, Bangladesh and Nepal, which are in the low development section. Overall, South Asia continues to present a dismal picture - it has most people affected by income poverty, totalling 550 million out of the 1.3 billion poor people in the world.

Canada continues to occupy, for the fourth year in a row, the highest place in the HDI rankings, accounting for above average life expectancy, adult literacy and per capita income. An average Canadian earns over \$22,000 per year, compared to an average Indian's \$1670. But this comparison may be somewhat misleading in that India has 980 million people to Canada's 30 million and both are also dissimilar in size and resources.

A more interesting comparison, for India, would be with a few other developing nations and China is an obvious example. A typical Chinese would live longer (69.8 years) as compared to his Indian counterpart (62.6 years) and would earn two and a half times the income of the Indian. Over 80 per cent of Chinese are literate compared to just about half the Indian population. Many other developing countries in the medium category score far above India in the ranking: Ranging from smallish Trinidad and Tobago to Turkey, from South Africa to Egypt. All the former East Asian tigers are far above India's level even in the post-1977 currency crash era, with Malaysia at the highest rank of 56. India keeps company with poor African countries which completely

dominate the bottom of the table.

There is of course much about the entire exercise that is contestable. Prof. Amartya Sen admits as much in an opening essay when he charmingly remembers his friend, Dr. Haq, creating the crude index that forms the HDI. Neither do the rankings take into account cultural differences, and the entire approach is within the prevalent liberal democracy/human rights framework. Indian officials point out, for example, that while it may be desirable to eradicate child labour, it is not always possible to do so in a poor developing country where children are a source of income generation for the family.

Even so, there are some interesting insights to be had and the fact that this bold and at times polemical work emanates from the United Nations, which usually treads the safe and narrow path, makes the impact of the report that much stronger.

From India's point of view, it can justifiably be proud of the fact that it granted women the right to vote and stand for elections from the very beginning of the republic, in 1950, around the same time it was done in Canada, though the latter did not allow women to stand for elections till 10 years later. But for South Africa to be listed as a country that gave this right to women in 1947 appears somewhat of a travesty, given that a vast section of the country's population had no democratic rights at all.

Similarly, many economic tigers would score far lower in the democracy stakes which are intangible, such as the right to free

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speech, but which don't get listed in a document such as this one. Thus, even the HDI, as an alternative to the conventional approach of mapping the socio-economic health of a country, remains flawed.

But to fully appreciate the flavour of the HDR, one has to go beyond the cold statistics into the body of the report. This is compelling reading for all those interested in development issues but also specifically for the advocates of globalisation, who never tire of preaching the virtues of the free market. Though self-doubts is not a quality associated with votaries of unhindered globalisation, they could do worse than read the report, or even just the box items to get another point of view. Some of their fondest notions might just get demolished.

At the very outset, the report gently rubbishes the claim of globalisation evangelists, by pointing out that many of the new trends like a global market in services, consumer goods and finance are over a century old. What is novel is the emergence of strong multinational corporations, the WTO and rapid forms of communication.

The new globalisation, for all its pretence of offering greater freedom of movement to labour and choice to the consumer, is not equitable. It will help financial dealers, high-skilled workers or tourists, but will be extremely detrimental to the unskilled. The ravages of free and unhindered movement of capital were seen in the East Asian crisis in 1997, which negated 20 years of development in a matter of days. The latest

HDR has an interesting vignette on the fall-out of the crisis, which tells us, that 40 million people went below the poverty line in Indonesia alone as a result of the collapse of its currency.

In India, the human development debate has got bogged down between the 'pro' and 'anti' lobbies, represented by 'the Government' on one side, which still often remains confined to old paradigms and the paternalistic 'neta-babu knows best' approach, and the 'activists' on the other, who selectively pick up issues which give them instant celebrity status. In between is the new consumerist middle-class, which finds any talk about issues like poverty boring and old-fashioned. They would be very happy if the poor simply went away and stopped being a drag on India's emergence as a rich and powerful nation. Political parties too pay lip service to poverty when they campaign for votes in poorer areas, but which leader has ever talked about such subjects to an urban audience?

Many states in India have undertaken to come out with their own such reports which, though adopting a different methodology, are a tribute to the HDR's own success in inspiring decision-makers to pay more attention to social development rather than just pushing for more economic growth. But till such documents have an impact far beyond planners, till the political class resolves to work towards improving India's ranking and till the citizenry as a whole wakes up to the monumental implications of poverty and illiteracy, this wonderfully produced report will remain just another annual ritual.

Source : *The Pioneer* 10.8.99

## The Pursuit of Literacy

Twelve case-studies of award-winning programmes  
UNESCO Publishing

A mainstay of UNESCO's activities has been the long war against illiteracy. Through its advocacy of the cause of universal literacy, UNESCO has made a unique contribution to the spread of literacy worldwide.

One of the ways in which UNESCO has kept illiteracy in the forefront of international and national concern has been through prizes to deserving individuals, groups, ministries or agencies that have been responsible for inspiring and conducting outstanding projects. This volume includes twelve award-winning literacy programmes, each very different from the other. Major distinctions are made between macro and micro approaches. Some countries have conducted mass literacy campaigns. Many countries have encouraged or financed micro programmes in pursuit of a national or overall policy.

The first case study is one of the most moving: how a young New Zealander struggled against great odds to make himself literate. It casts light on a problem that is not often discussed - the failure of schools in the North to teach a significant percentage of students how to read and write. The remaining 11 case studies look at a diverse collection of programmes: literacy for prisoners in Indonesia, single mothers in Tanzania, distance learning in Brazil, and literacy for customs officers in Thailand. ■

## Of right to education and empty coffers

With the Government committed to making elementary education a Fundamental Right, the challenge ahead would be to find the funds to make it possible.

An "Expert Group" under Jawaharlal Nehru University Professor Emeritus Tapas Majumdar set up in 1997 to go into the financial requirements to make Universal elementary education (UEE) achievable has just come out with its report. The total bill: A whopping Rs.137,000 crore over a ten-year period.

In the words of Nobel laureate Dr. Amartya Sen, no amount is high enough to achieve total literacy. Though daunting, the figure of Rs.300,000 crore is not unreal when seen in the context of overall budget expenditure of this country and the national commitment to spend 6 per cent of Gross Domestic Product (GDP) on education.

However, the promise to spare just 6 per cent of GDP on education is an old one but never pursued with political will.

The experts felt that the provision for additional expenditure required for achieving UEE would need to come from a combination of sources. These are an augmented tax revenue base, increase in non-tax revenues and restructuring of government expenditure in favour of education.

The GDP at 1996-97 prices was Rs.1,276,974 crore and assuming a 5 per cent real growth of the economy till 2007-08, it

would be Rs.2,177,532.4 crore. If, by displaying unprecedented commitment, the Government of that year earmarks 6 per cent of the GDP at 1996-97 prices, there would be Rs.130,651.92 crore available. That, in the experts' view, would be more than sufficient for providing UEE.

There exists considerable negativism on the subject of increased outlays, originating mostly in the Government's natural expertise in inefficiency.

The experts have taken note of the tendency of ignoring crucial lacunae like the lack of teachers and suggests the proper working of panchayat system with consequent devolution of powers and functions down to the managements of schools.

It has also suggested the Centre urgently set up an independent institutional mechanism of monitoring and controlling the flow of funds for all UEE-related expenditure anywhere in the country.

One of the significant tasks of the committee would be to stop even sanctioned expenditure on education if it is seen in cases that the monetary grants for UEE are not matched by availability of adequate human resources (mostly in the form of professionally adequate teachers). It should also arrest wastage and corruption which may prove to be eventually large enough to result in a substantial overall fall in the cost of elementary education. ■

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## education top priority.....

However, there is need for more awareness and sensitisation amongst the people that the SCs and STs should be treated as human beings."

According to the Chairman voluntary organisations are doing commendable job in the country. He opines that since most of the Government agencies are not able to deliver proper service to the people, the role of voluntary organisations becomes very important. He cites the case of Ramakrishna Mission working in Bastar, Madhya Pradesh which is doing commendable work in imparting education to the tribals of the area.

Finally, Mr. Bhurai says the Commission would be happy to establish linkages with voluntary organisations to take up the problems of SCs and STs like those of providing basic amenities and land rights. "We welcome the co-operation of voluntary organisations in fighting cases of harrasment," he emphasises.

*Excerpts of the interview of Mr. DS Bhurai given to Vedabhyas Kundu and Pareeksha of Voluntary Action Pulse*

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## **CIES Annual Conference 2000**

The Year 2000 Comparative and International Education Society (CIES) Annual Meeting will be held at San Antonio, Texas, from March 8-12, 2000. The theme "Facing the 21st Century : What Do We Know, What Can We Contribute?" will focus on the contributions that comparative and international education can make to not only theory-building about education-society relations and to more enlightened education policy formulation and implementation, but to greater international understanding and ultimately to global peace and social justice. As with this year's theme, special attention will be given to the teacher education and curriculum development.

The Year 2000 Conference, which is being co-hosted by Indiana University and the Education Alliance of the University of Texas San Antonio. ■

## **UNAIDS Calls for Greater Involvement of People Living with HIV/AIDS**

Peter Piot, Executive Director of the Joint United Nations Programme on HIV/AIDS (UNAIDS), has called for greater involvement of people living with the epidemic.

Dr. Piot was in Warsaw on 13 August to address the Ninth International Conference for People Living with HIV/AIDS. He said people with HIV must play an integral role in prevention and care programmes in order for them to be truly effective.

Involving people with HIV in the fight against the epidemic is

one of the best ways to overcome prejudice and discrimination, said Dr. Piot. "When infected people have names and faces, it is easier to understand that people with HIV are our sisters and brothers, our children and parents, and AIDS becomes an issue we must all address."

The number of HIV infections in Eastern Europe has increased ninefold in just three years, from less than 30,000 HIV infections in 1995 to an estimated 270,000 infections by December 1998. Approximately 80 per cent of infected individuals inject drugs. Ukraine has been the most dramatically affected, and Belarus, Moldova, Kazakhstan and the Russian Federation also have growing HIV epidemics, according to UNAIDS. ■

## **Environmental Education on Combating Desertification**

The Bureau for the Coordination of Environmental Programmes (COR/ENV) is currently collaborating the Secretariat of the "United Nations Convention to Combat Desertification in those Countries Experiencing Serious Drought and/ or Desertification, particularly in Africa (UNCCD)" to prepare environmental education kits to be used in the field of combating desertification. For the preparation of the environmental education material, a project document has been prepared which will be submitted to the Italian authorities for funding.

Educational programmes on the cause and effects of desertification and on techniques to minimize land degradation is one of the major instruments to combat desertification. Such programmes create the basis for the understanding and the

participation of affected populations in the implementation of UNCCD. They can also forge the minds of tomorrow's leaders and managers while raising awareness with their parents, teachers and local communities.

Education is important at all levels and needs to start early in order to make an impact on the consciousness of the individual: children in first grades need in fact to be informed as much as high-level technicians as the concern about the rational use of natural resources needs to be built up from childhood to have greater effectiveness throughout life.

UNESCO has a long tradition in the field of arid lands research. Today, primarily two major scientific and intergovernmental programmes of UNESCO are concerned with the rational use of natural resources in dry-lands: the programme on Man and the Biosphere (MAB); and the International Hydrological Programme (IHP)

By pooling the expertise and knowledge available at both the UNCCD Secretariat and UNESCO, important synergy effects can be achieved. The overall objective of the present project is to prepare environmental education kits for teachers at the primary school level which inform on the cause and effects of desertification as well as on means to combat desertification. The appropriateness of the kits will be tested in one or several pilot countries which will allow to refine the kits for subsequent global usage.

The teachers' kit will aim at primary schools of countries affected by drought and/or desertification. The kits could be used in the subject "geography" or other environment related subjects and, accordingly, will include a number of modules, flexible in their order and interrelations, in order to facilitate interaction and interdisciplinarity. ■



## DOCUMENTS

Alok, S.K. **Family Welfare Planning: The Indian Experience.** New Delhi, Inter - India Publications, 1992, p 241, Rs.300.

The document is divided into eleven Chapters. Chapter one is devoted to introduction which provides detailed information on the topic under investigation, review of literature and survey design. Chapter two deals with Family Welfare Policy in India and Chapter three with Family Welfare Programme. Social and economic profile of the study areas is described in Chapter four. Chapter five provides social and demographic profile of the workers. The sixth Chapter deals with posting, transfer, promotion and satisfaction with the job. The seventh Chapter analyses work style of the functionaries, inter-agency cooperation in family planning programme and level of community support. Chapter eight deals with supervision and monitoring of the programme. The ninth chapter provides perception of the PHC staff about programme priorities and policy. Chapter ten presents multivariate analysis of the individual factors influencing work performance of the workers. The last chapter gives summary and conclusions of the study and its policy relevance.

Maharatna, Arup. **The Demography of Famines: An Indian Historical Perspective.** Delhi, Oxford University Press, 1996, p 317, Rs.545.

The book is divided into seven chapters. Chapter 1 provides a

survey of the major issues of famine demography. It also describes the setting for the present study and includes a discussion of the usefulness of India's registration data. In chapter 2 demographic responses to major historical famines have been investigated at province level. Chapter 3 examines the demography of some historical famines which involved relatively small numbers of deaths. Chapter 4 presents a detailed study of the demography of the Bengal famine of 1943-44 at province level, while chapter 5 is devoted to an analysis of regional (district level) demographic variation during this crisis. The mortality, their differentials and determinants are discussed in chapter 6. Chapter 7 discusses the generally neglected area of development and population growth. The document also contains a profile of Dr.(Mrs) Nafis Sadik : A Festschrift - a powerful voice for women : Dr. (Mrs) Nafis Sadik.

Mehta, Arun C. **Population Projections: Sub - National Dimensions.** New Delhi, Commonwealth Publishers, 1996, p 298, Rs.480.

The study is divided into nine chapters. The chapter one is an overview, introduction, and objectives of the study. In chapter two, population growth in India and Rajasthan is discussed other aspects of the demographic - economic situation, such as, death rate, birth rate, fertility rates and economic development in sub-national areas have also been discussed. Theoretical framework of the study is presented in chapter three. Various projection

techniques are discussed and their suitability with special reference to sub-national areas is examined by taking actual data of Rajasthan and its districts results from application of the selected methods to districts of Rajasthan are presented in chapter four to six. The methods applied are Ratio Method, Component Method and Econometric Techniques, such as, Difference Correlation, Ratio-Correlation, Ridge Regression and Average Regression Methods. Chapter Seven gives a brief survey of existing Demographic Economic Interaction Models, and such a model is developed for India. Problems and methods of estimation of such a model are briefly discussed. This is followed by an empirical exercise based on actual data of Rajasthan. Selection of the most efficient method(s) are identified in the chapter eighth. This is followed by a chapter on summary and conclusion of the present study and a bibliography.

Anil Kumar. **Learner Performance in Distance Education.** New Delhi, Commonwealth Publishers (4831/24, Prahlad Street, Ansari Road, Darya Ganj), 1999, p 199, Rs.400.

The book is divided into five chapters. The first chapter is on introduction deals with the present status of distance education, rationale for the study, statement of the problem, conceptual framework, objectives, hypotheses and the delimitations of the present research.

The second chapter reports some of the relevant research conducted in India and abroad and discusses studies related to self-

concept/ academic self-concept and academic performance, followed by the studies related to study habits and academic performance of students in India and abroad and lastly the studies in distance education conducted in India and abroad.

Chapter third delineates the design of the study wherein the methods, sampling, tools, procedure for data collection and techniques used for statistical analysis have been briefly explained.

The analysis and interpretation of data, constituting

major part of the study, has been reported in chapter four. This chapter has been divided in two parts. Part one provides the data pertaining to the background characteristics of distance learners. Part two dwells into the nature of first degree level distance learners' academic self-concept, study habit and attitude towards distance education. The significance difference in the mean scores of academic self-concept, study habits and attitude towards distance education for the varying backgrounds of distance learners have been presented in part three.

Part four provides the relationship of academic self-concept, study habits and attitude towards distance education with academic performance. An attempt to predict the academic performance of first degree level distance learners has been depicted in part five. Part six highlights suggested ways of enhancing academic performance of first degree level distance learners.

The last chapter is devoted to derivation of major findings and suggestions for further research have also been enumerated.

## NATIONAL LITERACY MISSION AND JANATA KALYAN SAMITI BAGS NEHRU AND TAGORE LITERACY AWARDS

Nehru and Tagore Literacy National Awards for 1999 instituted by the Indian Adult Education Association, country's oldest national level apex organisation are being declared by the JURY of the Awards.

The 33rd Nehru Literacy National Award has gone to National Literacy Mission, Ministry of Human Resource Development, Government of India and the 13th Tagore Literacy National Award is bagged by Janata Kalyan Samiti, Rewari (Haryana).

The Nehru Literacy Award is given to the National Literacy Mission in recognition of its gigantic efforts to eradicate illiteracy from the country through Total Literacy, Post Literacy Campaigns and continuing education programmes. NLM had

covered more than 450 districts in 22 States and 4 Union Territories involving a big segment of the population of our country on



voluntary basis. The Award further dedicated to the lacs of volunteers, Zila Saksharta Samities, NGOs and missionaries involved in it.

The 13th Tagore Literacy National Award is bagged by the Janata Kalyan Samiti, Rewari, a

Haryana based leading NGO headed by Shri RN Mahlawat, a Veteran Social Worker for the cause of eradication of illiteracy, continuing education, non-formal education, vocational education, women empowerment, computer literacy, legal and natural disaster mitigation awareness programmes, voters education, family counselling, income generating activities for women. The activities of the Samiti have benefitted more than 30,000 women of the area in the last 25 years.

The Awards will be given to the awardees in its Diamond Jubilee celebrations scheduled to be held in December 1999. The President of India is being requested to give away the Awards.

## Education policy must focus on the disabled

Though Europe and India have almost the same rate of mental retardation cases, what makes the scenario worst here is the lack of national policy and proper preventive measures to meet the challenge.

Feeling strongly about the total neglect of this sector by the successive Governments during the past five decades, Dr. Thakur V Hari Prasad, president of the prestigious Thakur Hari Prasad Institute of Research and Rehabilitation for the Mentally Handicapped (THPI), stated that the challenge in this sector could be met only through a coordinated and empathetic approach.

Credit should go to the former Prime Minister Rajiv Gandhi as it was he who, for the first time, showed some commitment towards the cause of disabled persons. It was at his behest that in 1987 the 20-point programme enunciated by him focused on this sector, he stated.

Agreeing that a lot of empowerment in this sector had taken place during all these years, Dr. Thakur felt the country still lacked initiatives to transform this initiative into action. The rural scene is totally neglected.

The THPI trust has already made forays into rural sector. Apart from holding awareness camps in rural areas, it has set up a full-fledged centre in the Rajamundri district of Andhra Pradesh apart from its headquarters here.

The rural or the urban sector could not be viewed in isolation if the problem of mental disability was to be tackled properly. The time

has come for the country to have an integrated national educational policy amply focusing on the disability sector, if problems in the disability sector are to be solved, he felt.

Having won many international and national awards in his individual capacity as well for THPI, Dr. Prasad drew satisfaction in disclosing that he had donated Rs.74 lakh to the institute, which had been awarded to him.

The money belonged to the institute and was being put to better use by helping the mentally retarded inhabitants, he added.

Expressing satisfaction over the services rendered by the THPI, which was recently accorded a special consultative status by United Nation's Department of Economic and Social Affairs, Dr. Prasad said his endeavour to make THPI a model institute in the field of mental retardation had been realised to some extent. But a lot still needed to be done.

Describing mentally retarded persons as "Brahma Swaroopi" as they could not express their desire, he felt that they should be dealt with more human empathy.

"They cannot go on surviving on charity. Do not treat them as beggars. I would not mind if political parties do some good for them considering that they are a large vote bank (the disabled persons of allkinds)", he added.

## Study in Panchayat System in UP

According to a report on the collaborative experience of the People's Action for National Integration (PANI) with local Panchayati Raj Institutions the

concept of Panchayati Raj Institutions remained mainly a lip service in UP as politicians of all shades did little to give any teeth to the panchayats.

The report underscores the polls to the Panchayats were held very irregularly and even in them the powerful would ensure that they were not conducted in a fair manner.

After the Panchayat System was introduced in UP, the state government decided to place 32 departments under the system. But in the initial years progress in terms of empowering the Panchayats was tardy and so far Government orders for such transfers have been issued for 29 departments, says the report.

The study found out that though the 73rd and 74th amendments had been enacted, little effort had been made to make the elected representatives aware of the new rights that they had now been vested with.

Besides the obvious lack of awareness, the problem of women members of the Panchayats being treated as little beyond adjuncts of males in their families was also found. In most cases, women members and Pradhans were mere proxy candidates for males in their families who could no longer contest elections due to reservation for women.

**IAEA**  
EASTERN ZONE CONFERENCE  
(WEST BENGAL & ORISSA)  
NOV. 20-21, 1999  
VENUE : UTKAL NAVJEEVAN MANDAL  
BAIJROUT CHATRAWAS (MALTI ASHRAM)  
ANGUL ORISSA  
CONTACT PERSON : PROF. B.B. MOHANTY

## Social movement needed to achieve total literacy: President

The President, Mr. KR Narayanan, called for initiating a social movement to make the national literacy mission a success and to fulfil the Constitutional obligation of providing free and compulsory education up to the age of 14 years.

Inaugurating International Literacy Day celebrations here, Mr. Narayanan said the country was yet to redeem its Constitutional pledge to provide elementary education for young people, while calling upon them to look for the reasons of failure in fulfilling the pledge.

"Though the percentage of literacy in the country was encouraging, there was a lurking fear of mass literacy in the wholehearted implementation of literacy programmes," he said.

The literacy movement has to be linked to its practical use in the lives of the people to make it a mass movement and prevent people from relapsing into illiteracy, he added.

Mr. Narayanan said over 40 million young people had been made literate under the National Literacy Mission but the backlog was tremendous.

"A static society cannot make the movement a success, the society needs to be transformed to achieve the goal," he said.

The President also presented UNESCO's prestigious Noma Literacy Prize for 1999 to the National Literacy Mission. The award, carrying 15,000 US Dollars, a diploma and a silver medal, was received by Mr. Bhaskar Chatterjee,

Director of NLM.

Speaking on the occasion, the Union Human Resource Development Minister, Prof. Murli Manohar Joshi, stressed the need for preparing for a future that holds immense promise and great challenges.

"We as people have to keep pace with changing times. To do so, we must ensure that India rapidly attains a satisfactory level to literacy which alone would enable our country to participate actively and advantageously in the knowledge revolution," he said.

Functional literacy, Mr. Joshi said, not only equipped people in the obvious skills of reading and writing but also touched on every issue of development like health, population growth and women's

empowerment.

And to impart the correct impetus to our country's development, we need to improve the quality of life of our rural population, he said, adding that literacy was the basic determinant in narrowing the distance between the quality of our urban and rural segments.

Appreciating the significant role of women in adopting literacy, Mr. Joshi said one of the problems that plagued India in the past had been the very low female literacy rate.

"However, we have taken significant strides in this direction too. Female literacy in the last seven years has grown at a faster rate than male literacy. Though women's literacy is still less than male literacy - 50 per cent as against the male literacy rate of 74 per cent - the day is not far when the numbers of women among the



The President, Mr. KR Narayanan, giving away the UNESCO's Noma Literacy Prize for 1999 to the Director-General of the National Literacy Mission, Mr. Bhaskar Chatterjee. Also present is the Union Human Resource Development Minister, Dr. Murli Manohar Joshi.

literate population of our country would match their male counterparts," he said.

The Union Education Secretary, Mr. MK Kaw, said there had been a significant jump of 10 per cent, from 52 per cent to 62 per cent between 1991 to 1997. Quoting figures of the National Sample Survey Organisation (NSSO), Mr. Kaw said that between 1991 to 1997, the rate of growth of literacy in rural areas had been 11.3 per cent as against 6.9 per cent rate of growth in urban areas.

The rise in female literacy in the same period has been 11 per cent whereas the male literacy rate has been 9 per cent, indicating that the male-female literacy gap was fast declining.

Pointing out that the Noma Award given to the National Literacy Mission in India was an international recognition of our devotion towards literacy, Prof. Joshi said India had travelled a long way to reach a literacy rate of 64 per cent today from a mere 18 per cent at the time of Independence.

The three departments that bagged the UNESCO-National Literacy Mission (NLM) for outstanding contribution to literacy are Vikram University, Ujjain in Madhya Pradesh; Jadhavpur University, Calcutta and Gandhigram Rural Institute (deemed University) in Tamil Nadu.

The Satyen Maitra Memorial national awards went to the Total Literacy Campaign in Solapur district of Maharashtra, launched in June 1996, for a targeted population of more than 2.75 lakh non-literates in the age group of 15-35 years. The Total Literacy Campaign in Satara (Maharashtra) was launched in March 1995, for

teaching 81 per cent of the targeted illiterate population of 98,000.

The targeted population of non-literates for the campaign in Jalore district of Rajasthan was more than 3.31 lakh of which 51 per cent have been turned literate and in Dhanbad district of Bihar over 56 per cent of the non-literates have become literates since 1994.

Winners in various categories of the national poster competition 1999, and national photo competition for the year has also been announced.

The first prize for the National Poster Competition in the professional and amateur artists section has been bagged by Mr. Joshi Mehul Kumar G Kheda of Gujarat. The second and third prizes have gone to Mr. Das Mohan Singh of New Delhi and Mr. Phulkundwar Krishnakant Laxmanrao of Mumbai. The two consolation prizes have been given to Ms. Tejashree Joshi of Mumbai and Ms. Jayanti Roy of Chandigarh.

Mr. Tapar Sumit Chatterji from Mumbai, Ms. Vajjayanti S. Desai also from the same city and Mr. Prashanta Kumar Nayak from Calcutta respectively have bagged the first, second and third prize in the Student Artists category at secondary and senior secondary levels. The consolation prize has been given to Ms. Amushree Bera of Pune and Mr. Soumyashree Mall of Rourkela.

In the National Photo Competition Group-A (Colour) section, the first three prizes have been given to Mr. Subhasis Mukherjee from Calcutta, Mr. Asish Bal from Calcutta and Mr. Kailash Mittal from Indore. The two consolation prizes have been bagged by Ms. Ritu Rajpura from

Dhar and Mr. Mahindra Rathor from Indore.

The First Lady, Mrs. Usha Narayanan, presented awards to the winners of the national poster and photography competition.

## Shri Garg to attend United Nations Department of Public Informations- - NGO Conference

Shri BS Garg President, Indian Adult Education and Chancellor

of the Rajasthan Vidyapeeth Udaipur (Deemed University) has left Delhi for United States to participate



in XVIIIth Conference organised by the United National Department of Public Information (DPI) to be held in United Nations Headquarters in New York scheduled to held on 15-18 Sep. 99.

He will present a paper on challenges of globalisation and related issues in the conference. The conference aim is to be result oriented as participants will share intangible ideas on how to make a real difference in their own communities by looking for innovative partnerships.

Shri Uttamjit Singh P.O., IAEA will also participate in the Conference. ■

## Motivating the educated voter

A few weeks before the elections to the Lok Sabha in 1998, a working group of people from the Catalyst Trust, Rajaji Centre for Public Affairs, the Satyamurthy Centre for Democratic Studies, Makkal Sakthi Iyakkam and Federation of Consumer Organisations of Tamil Nadu (FEDCOT), got together and had a brain-storming session to launch a programme for cleaner elections with greater awareness among the voters. Although we knew that with just a few weeks left our success would be modest, we decided to use the experience to launch a massive campaign before the next elections after five years. However, we are back with the polls within 14 months. We have structured our new campaign based on the substantive research undertaken by Mr. AK Venkatasubramanian, former IAS officer.

The voters' awareness campaign is a product of in-depth discussions among the trustees of the Catalyst Trust; State-wide organisational support of FEDCOT, which has over 200 active groups; grassroots level support of the Makkal Sakthi Iyakkam which has a few lakhs of people under the leadership of Dr. MS Udayamurthy; the professional, but non-profit support of Mudra Communications and Krishnaswamy Associates. The campaign grew in stature with the active involvement of the elder-statesman, Mr. C. Subramaniam, as chairman.

Research has revealed that in the elections to the 12th Lok Sabha in 1998, 42 per cent of the Tamil Nadu electorate did not vote.

These people did not bother to turn up at the polling booth because they thought that their vote had no value in electing the right people and changing the track on which Indian democracy was proceeding. Taking into account the percentage of bogus votes (impersonation votes), the percentage of non-voters may have been anywhere between 45 and 50 per cent. In the 1998 elections, no political party in Tamil Nadu got more than 15 per cent of the votes. Several major parties got single digit percentage of votes only.

These parties which secured the support of the 15 per cent of the eligible voters dictated the terms of governance. The campaign wants to stress that if the 42 per cent choose to vote for better candidates, the quality of Parliament will vastly improve. It is ironical that a large percentage of this 42 per cent are from the educated middle class, who have resigned their fate to being governed by the less-informed. However, the facts reveal that they are governed by representatives chosen not by a majority, but by 15 per cent of the electorate. For example, the percentage of non-voters was the highest in the three constituencies of Chennai. The South Chennai Parliamentary Constituency, which may arguably have the highest percentage of educated electorate, showed up as the poorest in its social responsibility to participate in the electoral process, with more than 50 per cent not voting. Hence, the first step of the awareness campaign is to ensure that a

substantial part of this 42 per cent will turn up at the polling booths to create a swing and defeat the political pressure groups.

The second important objective of the awareness campaign is to emphasise the right of the voter to demand information about the candidates, by compelling the political parties to be more discrete in the choice of candidates. If the people show their unwillingness to vote criminals to power, no political party would like to field criminals as their candidates. The awareness campaign is to bring pressure on the political establishments to nominate candidates with a creditable record of public service - candidates who will declare their assets at the time of contesting and declare them again at the end of their term (in case they are elected) with a sense of transparency about their public conduct for social audit.

The campaign is the beginning of a movement, for broad-based education, which will hopefully gain in strength from one election to another, improving the quality of governance. The members do not expect miracles overnight, but they are confident about making a dent in public awareness within the next few weeks.

Basically, this campaign is for the empowerment of the electorate as a whole. Since it is an educational campaign in the widest sense of the term, it has to be managed on a shoe-string budget. It is not with any political group. The campaign leaders have decided to identify like-minded

*contd on page 6*

## **motivating the .....**

voluntary organisations and non-profit groups all over the State. As many as 2,425 groups have been identified and each was given the details of research findings, campaign objectives and materials. A professionally designed campaign kit has been prepared and it contains templates of poster designs, hand-bills, banner designs, press release lay-outs, volunteer badges, slogans and research materials for speeches. These kits have been despatched to all the 2,425 groups. Script for a street-play forms part of the kit. The groups are encouraged to identify local enthusiasts and voluntary groups to perform the street-play. The illustration of a left hand with a prominent dot on the nail of the index finger is the campaign logo. It is equated with a "full stop" to the various maladies of the country - the power in the hand of the voter.

Some leading newspapers have come forward to give free space and carry the campaign advertisements. A public-speaking cell has been formed. Public meetings will be held between now and the polling day all over Tamil Nadu. Short television quickies have been produced and offered free for telecast to major television networks. Doordarshan and some of the satellite channels have agreed to telecast them as a public service message without cost. A video play dramatises the reasons for voters' apathy and tells them why they should take an active interest in the electoral process. This play includes a satirical song

with entertainment built-in. The video play is offered free to cable operators. Over 200 hoarding sites, offered free all over the State, will carry the message.

The campaign now has a website:

<http://www.voterswatchdog.org.in>.

The campaign committee has addressed letters to all the major political parties and leaders making a passionate plea to ensure that clean candidates with a good record of public service, without any criminal background, are fielded. One of the pre-conditions is that the candidates should declare their assets for which a fairly simple form has been evolved. Local action committees have been formed in the 40 constituencies (Tamil Nadu and Pondicherry) who will coordinate the activities of the voluntary agencies in their area. These local groups will publish the data made available by the candidates.

It is said that even in advanced democracies like the U.S., 42 per cent non-voting is not considered abnormal. Research shows that the non-voting population in the western democracies belongs largely to the less-educated class, while in India, it is the educated who abstain.

## **New Course in Adolescent Health**

The IMA AKN Sinha Institute has developed a Post Graduate Certificate Course in Adolescent Health to faminarise the physician with various aspects of health care of adolescents.

The course would cover all aspects of adolescent health and enhance information about health development, attitudes and gender equity about adolescents.

The course is structured to make a doctor confident to counsel and adolescent for healthy development, healthy sexual reproductive behaviour, treatment of their illnesses and care of their health problems.

Health care for adolescents is an area that suffers from the same difficulties that adolescent themselves face. Adolescent is a transitory phase between a child and adult.

Topics covered under this course are: Growth and Development during adolescent; Nutrition during Adolescent; Psychological and Emotional Development; Behavioural aspects and Problems; Common Emotional Problems; Common Medical Problem; Counselling for Adolescents.

*For further details  
Institute of Continuing Medical & Health  
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Mahadevan, Kuttan and Krishan, Parameswara. **Ed. Methodology for Population Studies and Development.** New Delhi, Sage Publication, 1993, p 469, Rs.375.

The document is divided into six parts. Part I discusses the various available theoretical - analytical framework in the field of social demography and present a scheme of casual models. Part II deals with interdisciplinary methods for population research drawn from anthropology, geography, mathematics, psychology, sociology, community health, and syhstems analysis. A holistic and comprehensive model of development, which emphasises the quality of life, is presented in Part III. Part IV is on various data analysis techniques, methods of household projection, and ways of estimating old age survival. Part V focuses on action research, an important aspect of applied social research.

Pathak, A.B., Sharma, M.P. and Dani, D.N. **A Handbook on Educational Research.** New Delhi, National Council for Teacher Education (C-2/10, Safdarjung Development Area), 1999, p96.

Then content of this handbook is presented in simple language, short sentences and diagrams. Many ideas have been presented in points only. The book incorporates activities and in-text questions. The document highlights characteristics of educational research, broad

categories and their chief characteristics. It identifies major research problems along with thrust areas. The handbook provides guidelines to facilitate selection of problems and developing research proposals. There are also elaborate comments on tools and techniques of research.

New approaches in educational research include heuristic, phenomenological and ethnographical researches and give brief comments on policy and interdisciplinary researches and baseline studies. A special chapter with illustrative examples has been devoted to action research, spelling out various areas around which action researches can be designed. The last chapter is on preparation of research reports emphasizing both language and mechanistic aspects. The handbook highlights the fact that there are good researches with poor reporting and poor researches with good reporting. The point that language should be clear, concise, forceful needs no emphasis.

Marienu, Catherine. **Self Assessment at Work: Outcomes of Adult Learner's Reflections on Practice.** Adult Education Quarterly, Vol 49, No.3, Spring 1999, p 135-146.

The study examined the latter by focusing on students' perceptions of the outcomes derived from iterative self-assessment activities in both their academic and work settings. Findings are reported as themes that emerged from data analysis, illustrated by representative quotes from the participants. The study is

set in the larger context of experiential learning. Implications of the findings are discussed from the perspectives of learning, performance at work, and personal development. Self-assessment was found to offer profound benefits to participants and to earn an integral place in the curriculum.

Graham, Steve and Donaldson, Joe F. **Adult Students' Academic and Intellectual Development in College.** Adult Education Quarterly, Vol 49, No.3, Spring 1999, p 147-161.

This study investigates the effects of college on the intellectual and academic development of adult students and compares their growth to more traditional-aged students who are likely to have different levels of campus involvement. We evaluate the importance of the areas of development in the eyes of the adult by developing an index that considers both their reported progress and their assessment of the importance of key intellectual and academic skills. We also identify broad outcomes reported by the adults students and compare the younger and older students levels of involvement in various campus and out-of-class experience.

Pati, R.N. and Jena, B.Ed. **Aged in India : Socio Demographic Dimensions.** New Delhi, Ashish Publishing House, 1989, p 349, Rs.250.

The present volume is an outcome of the National Seminar on Social Security Policies, Programmes and Research on

Aged : Need for Perspective Development Plan by 2000 A.D. 21-22 August 1989 organised by Council for Tribal and Rural Development, Bhubaneshwar. This volume reflects the critical view of doctors, demographers, social scientists, psychologists and social workers working on various issues of the elderly population of the country. In a nut shell, this volume is an attempt to generate multidisciplinary approach towards understanding of the problems of the aged and planning for their rehabilitation. What the aged really need-not our sympathy - but

creating adequate employment opportunities, an adequate pension for a decent standard of living, adequate accommodation to live independently and adequate medical care available to them. This volume provides guidelines to planners and social workers for developing action programmes for the cause and care of elderly population both in rural and urban areas of the country.

Maruthi, N.S. and Venkatesha, T. **Vocational Skills Development Needs of Neo-Literates - A Study.** Kuvempunagar, State Resource Centre, 1998, p 93.

The document is divided into eight chapters. Chapter one is on functional literacy and vocational training an introduction. Chapter two and three deals with objective and methodology of the study and analysis of questionnaires meant for neo-literates. Chapter four is on analysis of questionnaires meant for functionaries. Chapter five is on field observations and success stories. Chapter six and seven are on finding of the study and suggestions. The last chapter is on executive summary of the study.

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INDIAN ADULT EDUCATION ASSOCIATION  
17-B, INDRAPRASTHA ESTATE, NEW DELHI - 110 002

REGISTERED NEWSPAPER

TO,



## Year 2000 Summits : Making Civil Society Voices Heard

In the year 2000, there will be at least three international summits to follow up on global development goals agreed in the 1990s. For NGOs and other civil society groups concerned about the role of education in empowering citizens and reducing poverty, this provides a unique opportunity to influence both national governments and international agencies. But we must act quickly.

This is information and advice to encourage NGOs working in the education sector to produce their own 'participatory education assessment' to ensure that their own government, and other international players, hear the voices of civil society groups before they make any more promises on our behalf.

What targets have been agreed on education ?

### SIX JOMTIEN GOALS

At Jomtien in 1990, world governments and donors committed themselves to achieving the following six goals by the end

of the decade :

1- Expansion of early childhood care and developmental activities, especially for poor, disadvantaged and disabled children;

2- Universal access to, and completion of, primary education by the year 2000;

3- Improvement in learning achievement so that an agreed percentage of an appropriate age group (e.g. 80 per cent of 14-year-olds ) reach a defined level of necessary learning achievement;

4- Reduction of the adult illiteracy rate to, say, one-half its 1990 level by the year 2000, with emphasis on female literacy;

5- Expansion of provision of basic education and training in other essential skills required by youth and adults for improved health, employment and productivity;

6- Increased acquisition by individuals and families of the knowledge, skills and values required for better living and sound and sustainable development made available through all education channels including the

mass media, other forms of modern and traditional communication, and social action.

The 1995 Copenhagen Summit on Social Development and the 1995 Beijing conference on gender also included important commitments on basic education.

Already underway in most countries are government-led reviews of progress towards these goals. For Jomtien +10, Ministries of Education are coordinating national Education For All (EFA) Assessments which will be submitted to the global EFA Forum by October 1999. Regional conferences will take place in December/January, followed by the big event : the second 'World Conference on Education for All' to be convened by the UN and the World Bank in Dakar, Senegal next April. The Copenhagen +5 and Beijing +5 meeting will follow in June 2000 in the form of Special Sessions of the UN General Assembly.

Despite the good intentions of Jomtien, Copenhagen and Beijing,

national education and training systems remain in deep crisis and are still unable to deliver good quality basic education to children and adults.

We are also concerned that poor and marginalised communities, the ones who are excluded from education, are also being excluded from voicing their opinions and aspirations in these review processes. National reports being compiled by governments rely mainly on official statistics. They do not make space for an analysis of quality, participation and empowerment. Nor will they help to explain why some schools (and some social groups) do badly while others do well.

#### **National consultations on EFA**

The consultation should be a process of fact-finding, debate and discussion which gives all civil society partners in the field of education the opportunity to express their views on:

- The problems still remaining to be tackled before your country can succeed in providing quality basic education to all.

- Whether existing policies of government and donors are adequate to address these problems and whether they are being effectively implemented.

- Lessons that should be learnt from experimental approaches (successes and failures) outside the formal school system.

- Recommendations on improving policy and practice for the next 5-10 years.

#### **Timetable**

The timetable for the EFA Assessment process is as follows:

- Up to October 1999: National EFA assessment reports to be submitted by governments to the EFA Forum.

- October 1999: Collective Consultation of NGOs to submit synthesis paper on civil society views to the EFA Forum.

- Reports submitted to the EFA Forum will be used to prepare regional issues papers that outline accomplishments, shortfalls and strategies developed.

- Up to December 1999: Countries will provide detailed statistical information to UNESCO.

- December-January 1999: The EFA forum will convene regional conferences of governments and donors. These will examine the regional issues papers and data and make recommendations for an 'Agenda for Education in the 21st Century'.

- January-February 2000: The conclusions of the regional meeting will be consolidated into a global report on the proposed 'Agenda for Education in the 21st century'.

- April 2000: The EFA Forum will present its conclusions to donors, the World Bank, UNICEF and NGOs and the second 'World Conference on Education in Senegal'.

#### **NGO review of EFA : A Do-It-Yourself Guide**

For those who want to initiate their own contribution to the EFA Review and to the synthesis paper on civil society perspectives, here are some practical points:-

1. Participatory research at local level
2. Management, finances and

participation.

3. Links with the Ministry of Education EFA Review exercise.

4. National Declarations:

It adds weight and impact if national reports are encapsulated in a concrete set of demands and recommendations endorsed by a broad group of civil society organisations. In the limited time available, this may be possible only in countries where a network on education or social development issues already exists and has developed a strong shared analysis. ■

## **Ph.D Awarded to Dr. Rajesh.**

Dr. Rajesh, Project officer, Department of Adult Continuing Education & Extension, University of Delhi, completed Ph.D on 'Education in Post Apartheid Africa and new awarded. His analytical study is a comparative study between India and Post Apartheid South Africa consisting of 7 chapters as follows :

1. Historical Back-ground,
2. Education & Training,
3. Adult, Continuing Education,
4. Non Formal Education,
5. Higher Education,
6. Women's Education & Gender Equality and curriculum 2005: Lifelong Learning for the 21st century and includes Perspective Plan of Action on lifelong learning in the 21st century. ■

## ISRO & IGNOU Project on Women's Empowerment

The Indian Space Research Organisation (ISRO) and the Indira Gandhi National Open University (IGNOU) have joined hands to launch a pilot project on Women's Development and Empowerment.

The initiative came from the Department of Women and Child Development of the Union Ministry of Human Resource Development. While IGNOU proposes to launch a certificate programme for trainers, the ISRO will provide satellite-based direct broadcasting-cum-inter-active communication network system at select places.

"The Women's Development and empowerment project is dedicated to the task of meeting this challenge in a systematic manner -both in terms of hardware and also in terms of content and approach" says Prof. Prabha Chawla of the Continuing Education Department of IGNOU.

The Department of Women and Child Development is collaborating with the Women's Education Unit of IGNOU and Development and Education Communication Unit of ISRO. The Project is being entirely funded by the DWCD.

Some of the parameters of empowerment being considered are developing the ability to think critically, building self-confidence, building up group cohesion and fostering decision-making and action; ensuring effective participation in social change; encouraging group action and

providing infrastructure and climate for economic development.

On completion of the certificate programme, they will become resource persons for local self-help groups (SHGs) which is a successful strategy. However the number of SHGs formed by various departments is large and growing. Secondly, the poor linkages impede convergence and, therefore, hamper the development of women".

The minimum duration for the Certificate programme is six months, but learners will be allowed to take upto two years to complete it.

The programme envisages to train large groups of trainers and supervisors of self-help groups operating at the grassroots level in rural as well as in urban areas. Persons working in health and nutrition, agriculture, micro-credit, finance and other development schemes undertaken by the Government and a large number of other NGOs could benefit. A select number of department of women and child development nominees will be part of the learner's group.

The eligibility criteria is 18 years and proficiency in reading, writing and speaking skill of the 8th standard level. The Department of DWCD will nominate upto 100 persons. ■

A really great person is he who makes others feel that they are great

## Education channel on DD Soon

Distance Education would soon receive a boost with the launch of an educational channel as part of Doordarshan's repertoire. From discussion on hi-tech research to providing on-air training for different competitive examinations, the channel is expected to change the face of education and learning in the country.

Indira Gandhi National Open University (IGNOU), the premier centre for distance education, has been entrusted with the responsibility of running the channel using facilities of its multi-million dollar electronic Media Production Centre (EMPC). The University is looking forward to launching the channel shortly after conducting some signal tests leading upto the inauguration.

IGNOU Vice-Chancellor Prof. A.W. Khan says, "The channel has been tentatively christened Gyan Darshan", All cable operators will also be able to tap into the signal. IGNOU would also be going into the field of radio broadcasting with an audio educational software called "Gyan Vani". Initially for a few months, the channel will be run on a trial basis.

"The modalities were worked out and IGNOU was identified for working as the nodal agency. The software will be provided by a number of institutions and agencies like CIET, EMRCs, AAVRCs, MCRC (Jamia Millia Islamia), NCERT etc."

## Growth of Literacy Rate : Recent Survey

India could be expected to touch the sustainable threshold level of 75 per cent literacy some time between the years 2005 and 2006. This would be far ahead of the previous expectation of around the year 2011.

According to a survey conducted by the National Sample Survey Organisation (NSSO) India at present was maintaining an annual rate of literacy growth of approximately 2 per cent. If this rate is maintained, India would reach a level of between 66 percent and 68 per cent by the time of decennial census of 2001.

Assuming, as the literacy experts hold, that full literacy for India means the sustainable threshold level of 75 per cent, then India could be expected to touch this level sometime between 2005 and 2006.

The survey report says that on the international level, India had now out-stripped countries such as Nigeria, Iraq, Egypt, Ghana, Saudi Arabia and Uganda and was far ahead of Pakistan, Bangladesh and Nepal.

Among the States, Mizoram has overtaken Kerala and now holds the top spot with 95 per cent literacy. Kerala, which is now in second place, has gone up from 89.81 per cent in 1991 to 93 per cent in 1997. Among the Southern States, Tamil Nadu continued its inexorable march, jumping from 62.66 per cent 1991 to 70 per cent in 1997.

However, the report points out that Rajasthan has shown dramatic improvement pushing

forward from 38.55 per cent in 1991 to 55 per cent in 1997, Uttar Pradesh has moved from 41.6 per cent to 56 per cent, Bihar from 38.5 per cent to 49 per cent and Madhya Pradesh from 44.2 per cent to 56 per cent during the same time.

Himachal Pradesh, moving from 63.9 per cent to 77 per cent, has surged forward to take the third position in the country.

In the west of the country, Maharashtra has moved up from 64.9 per cent to 74 per cent and Gujarat from 61.3 per cent to 68 per cent. In the east, Sikkim, West Bengal and Assam have done particularly well. Sikkim has moved to 79 per cent from 56.9. West Bengal from 57.7 per cent to 72 per cent and Assam from 52.9 per cent to 75 per cent. Unfortunately, Orissa's performance is the worst among all the States with a growth of only 1.9 per cent in the last 6 years.

In the north-eastern region, apart from Mizoram, Meghalaya has moved from 49.1 per cent to 77, Nagaland from 61.1 to 84. Among the smaller units, Andaman and Nicobar Islands is now at 97, per cent Lakshadweep at 96 and Pondicherry at 90.

The figures, according to the survey, indicated that the number of illiterates actually show a marked decline of 60.5 million between 1991 and 2001. This is despite the annual rate of population growth of a little over 1.8 per cent which takes India's population to over one billion in 2001.

Another important aspect that

has come to light during the survey is that the rapidity of growth of literacy in rural areas, as compared to urban areas, is markedly more in the last 6 years in comparison to the previous decades. It has been seen that between 1991-97, the rate of growth in rural areas has been 11.3 per cent as compared to the rate of growth in urban areas, which has been 6.9 per cent - a good 4.4 per cent more.

The rise of female literacy in these six years has been 11 per cent, whereas the male literacy has grown by 9 per cent. In the previous decade also, the female literacy had grown faster than the male rate. This is being considered as a tribute to the special emphasis laid by the National Literacy Mission on women particularly.

The NSSO takes the samples of 40,000 households every year and samples of 1.20 lakhs every five years to process literacy information and format it in usable and coherent terms. The latest survey has been updated upto December 1977 and projected the figures upto the end of 1998. ■

**IAEA**  
**EASTERN ZONE CONFERENCE**  
(WEST BENGAL & ORISSA)  
**NOV. 20-21, 1999**  
VENUE : UTKAL NAVJEEVAN MANDAL  
BAIJRAUT CHHATRAVAS  
**ANGUL, ORISSA**  
CONTACTPERSON : PROF. B.B. MOHANTY  
Phones : 06764+32462, 30533  
Fax : 32463

## International Literacy Day Celebrations

Z.S.S. NIZAMABAD

International Literacy Day was organised by the Zilla Saksharta Samiti, Nizamabad. The following activities were organised as shown

1 Essay & Elocution competitions for Degree students and DIET Trainees at Taluka, Divisional and District Headquarters.

2 "Rangoli" and "Pedupulaxmi" competitions were conducted in the Mahila Continuing Education Centres for women neoliterates.

3 Essay competition was organised by the Rajiv Gandhi Foundation.

4 Literacy Centre was inaugurated at District Jail, Nizamabad.

Prizes were awarded to the students on 8th September by the Chief Guest in the International Literacy Day Celebration functions. Elocution Competitions were organized for (8) Junior Colleges Prizes were awarded to the students on 8th September by the Chief Guest.

A meeting was organised on the occasion of the celebration of International Literacy Day at the Zilla Parishad meeting hall, Nizamabad. Shri A. Koteshwer Rao I.A.S, Joint Collector attended the function as chief guest, Shri Narendra Rao Khathri, Principal presided over the function.

Shri A. Koteshwer Rao said that Literacy is a key to the development for the success of all the developmental programmes of

the Government in rural areas and suggested that Literacy Programmes in the villages should be implemented most effectively.

Sri A. Ravinder, Deputy Director of Adult Education and Secretary, Zilla Saksharta Samiti Nizamabad, and Shri B. Balaiah, Principal, Degree College, Bodhan also expressed their views. ■

## International Year of Older Persons 1999

**Kofi Annan**  
**UN Secretary-General**

### Longevity : A Revolution

The longevity revolution is indeed a revolution "Comparable to other great revolutions of history, the Renaissance and Industrial Revolution... that transformed every aspect of life on this planet," said Dr. Bernard Starr, Professor of Gerontology at the Marymount Manhattan College at a recent United Nations briefing on ageing. Demographic changes worldwide are resulting in increasing numbers and proportions of people over 60 years of age.

The ageing of the world's populations is the result of the continued decline in fertility rates and increased life expectancy. The more developed regions of the world have been leading in population aging since the beginning of this

century. In other parts of the globe, aging populations have also been accelerating. These changes are now occurring at an unprecedented rate, according to The State of World Population 1998, a report released by the United Nations Population Fund. Societies are now faced with meeting the needs of the elderly in order to provide for more equity between generations.

"We can safely say that never before in human history has this kind of explosion happened. The International Year of Older Persons is a time to accept the challenges of the longevity revolution and to look for every opportunity to begin to meet those challenges," urged Ms. Helen Hamlin, Chairperson of the New York NGO Committee on Aging.

In trying to meet the challenge of an increasing ageing population, the United Nations general Assembly decided in 1992 to observe the International Year of Older Persons in 1999. The objective of the Year is to raise awareness of the fast-changing demographic picture of older persons worldwide, stimulate debate, encourage research and information exchange, and promote action strategies. ■

## Hussain Honoured

Shri H. Hussain Peeran a life member of the Association, has been chosen for the "Best Citizens of India Award" in recognition of his exceptional services and outstanding performances in his chosen area of activity by the International Publishing House, Defence Colony, NEW DELHI.

## WORLD HABITAT DAY

### Cities for All

World Habitat Day is celebrated on 4 October. The theme this year is "Cities for All". The United Nations Centre for Human Settlements (Habitat) is the lead United Nations agency for World Habitat Day. The Centre has dedicated this year's celebrations to "all urban residents who are excluded from enjoying the benefits of urban life, either because their physical, social or economic condition does not allow them to participate in urban activities or because they are not legally or politically recognized as citizens of the cities in which they live".

According to United Nations estimates, over half the urban population in most developing countries live in informal settlements which are neither recognised nor serviced by city authorities. "the urban poor are the most excluded group in cities," says Klaus Toepfer, the Acting Executive Director of Habitat. "They live in constant fear of eviction and most do not have access to formal finance and loan schemes which could enable them to improve their living conditions."

Women and girls are also excluded from fully realizing their rights to the city, says Habitat's Acting Executive Director. "Urban Planners often fail to acknowledge that women's needs are different from men's".

Women experience several constraints in the city, such as gender-insensitive transportation systems and unfavourable zoning

laws. Women are also poorly-represented in the city's decision-making structures, leading to their marginalization in the city's agenda-setting processes. Other groups which are often excluded from the city's planning processes include the homeless, youth, the elderly, persons with disabilities and ethnic minorities. "Transparent and accountable urban governance and the promotion of participatory decision-making processes can go a long way in making cities more inclusive," says Toepfer. By involving all urban residents in the city's agenda-setting processes, government and local authorities can create a sense of ownership and responsibility among all inhabitants of the city.

Democratic debate and participatory decision-making have already transformed the ways in which some local authorities plan and manage urban areas. In Porto Alegre, Brazil, for example, approximately 25 per cent of the city's budget is managed by residents of the city, who not only set priorities, but also decide how the money should be spent.

"Urban managers are relying less on top-down processes based on blueprints and masterplans and more on interactive, dynamic processes built on partnership", says Toepfer. "It is only through such processes that cities of the future can truly become cities for all.."

The city of Dalian in China will host the global celebration of World Habitat Day 1999.

## Message of Kofi Annan UN Secretary-General

"When this century opened, one in 10 people lived in cities. As we prepare to leave it, more than half of human kind does. That is more than three billion people. What kind of environment are those three billion living in, on the eve of the new millennium?"

The appeal of the city has always been that it offers opportunity and the chance of a better life. But too often, it does not work out like that. Most of today's cities are sharply divided along class, race or ethnic lines - or even all the three at once. Many millions of people live in overcrowded slums and squatter settlements, without access to basic services. And millions of the most vulnerable are women.

These people lead insecure lives, and have little or 'no say' in decisions that shape their lives. But we can help them break free. "We can give them security of tenure. We can give them more say in the government of their own cities and districts. As the Habitat Agenda tells us, these are important tools for building better lives in the city.

On this last World Habitat Day of the twentieth century, let us recommit ourselves to making the Habitat Agenda come true and to ensure that all people living in cities - young and old, rich and poor, men and women - have a say in the decisions that affect their lives. Because cities that succeed are indeed "Cities for All", Let's start building them now".



Gupta, K. M. ***Moral Development in School Children.***

Gurgaon, The Academic Press, (Haryana), 1989, p 230

The book is divided into eight chapters. The first chapter deals with relationship of morality with related concepts, like religion, ethics, culture and socialization. The second chapter deals with the concept of morality in various aspects like Intellectual, Social and Aesthetic. There is an attempt to define categories of behavior, values, character etc. Review of the different stage theories of moral development is presented in the third chapter. A comparison of Piaget's and Kohlberg's theories of moral development has been attempted. The fourth chapter explains the procedure followed in the study, stating the problem, the hypothesis, terms and variables used, sample drawn, and the techniques made use of. The next three chapters lead to the conclusions based on the data analysis. A chapter each has been devoted to moral reasoning, moral judgement, and reformatory zeal. These dimensions of moral development have been discussed from the views of age, grade, sex of learners and management and organization of a school. The last chapter is titled 'THE MESSAGE' in which the implications of the study for teacher, educational administrators, curriculum workers, parents and the society in general have been presented.

Shah, S. Y. ***An Encyclopedia of Indian Adult Education.*** New Delhi, National Literacy Mission, Directorate of Adult Education, Ministry of Human Resource Development, Department of Education, Govt. of India (10, Jamnagar House, Shahjahan Road), 1999, p 365

The encyclopedia is divided into three parts. Part one provides a conceptual analysis of adult education in India in a historical perspective. Part two includes a variety of source materials on Indian Adult Education- viz. selection, from specialised documents, general reports on education, agriculture, emotional integration etc. It also includes, five years plans on adult education a list of doctoral theses and publications. The chronology of select events in Indian Adult Education and a list of adult education organisations in India are given in part three.

Ahmad, Nasim. ***Constituent Factors of Learning Environment of Adult learners.*** New Delhi, National Literacy Mission, Directorate of Adult Education, Ministry of Human Resource Development, Department of Education, Govt. of India, (Block No. 10, Jamnagar House Hutments, Shahjahan Road), 1999, p 160

This book is the outcome of the Ph.D. dissertation of the author on the topic. A study of factors determining learning environment of adult learners in an urban slum situation in Delhi is given in the book.

The book focuses attention on understanding the concept of

'learning environment' and characteristics of 'adult learners'. A profile of the learning-environment of adult learner in urban slums in the Indian Context has been depicted in the book.

Singh, Madan. ***Companion to Adult Educators.*** New Delhi, National Literacy Mission, Directorate of Adult Education, Ministry of Human Resource Development, Department of Adult Education, Govt of India (Block No. 10 Jamnagar House Hutments Shahjahan Road), 1999, p519,

This book deals with all aspects of adult education and its various extensions. It presents a comprehensive and systematic account of adult education activities in India. The volume also draws upon adult education experiences from a number of foreign countries. Along with an investigation of theoretical aspects of adult education

This volume can thus prove to be an indispensable tool for all adult education activists-academics, practitioners, policy makers, planners etc.

Yadav, Mahabir. ***Classroom Behaviour of Pupils.*** Gurgaon. The Academic Press (Haryana), 1993. p158, Rs. 140/-

The book is divided into five chapters. The first chapter deals with conceptual framework, the context in which the study has been conceived, statement of the problem with specific objectives and hypotheses formulated for testing. The design and procedure of the study constitute the second chapter. This chapter also provides the methodology for observation of classroom teaching and the statistical techniques followed for

processing data in accordance with objectives of the study. Chapter three provides correlational and prediction results relating to pupil's classroom learning behaviour, pupil's out-of-school achievement related efforts, teacher behaviour and pupils' achievement. The chapter to follow provides comparative profiles of classroom learning behaviour of pupil's belonging to high and low socio-economic status. The last chapter summarises findings and presents implications of the study for future research.

Pruthi, Raj Kumar, Devi, Rameshwari and Pruthi, Romila . Ed. **Encyclopaedia of Status and Empowerment of women in India**. Vol. 1. Status and Position of Women in Ancient, Medieval and Modern India. Jaipur, Mangal Deep Publications, (906, Punch Mukhi Hanuman Behind Khitri House), 1999, p248 Rs. 2500.

The document is divided into four volumes. Volume one describes the status and position achieved by Indian women in ancient, medieval and modern India. All women's reform movements through the ages have the same basic message that women must not be ill-treated, they should be accorded the dignity they deserve, because they are the custodians of the family. The status of Indian women has been studied with a historical perspective providing the reader with a comparative analysis of their positions in different eras.

The second volume of this set provides a picture of today's women and tentative projection of prospects for tomorrow's women. The Planning Commission of India has clearly identified three major areas for women's development-education, health and welfare. Much more needs to be done in

these areas especially in child welfare, health, nutrition and family planning.

The third volume of the set examines the legal status of women with reference to marriage, adoption, guardianship of children, maintenance and inheritance, uniform civil code and reforms in criminal law. The struggle for legal equality has always been one of the major concerns of women's movements all over the world. This part of the set also delineates the role of women in Indian politics and portrays some of the shining starts of the political horizon.

The last volume of the set discusses the concern of education, employment and empowerment of women in India. There is a pressing need for social planners, governmental agencies and NGOs to understand and encourage the empowerment of the Indian women.

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INDIAN ADULT EDUCATION ASSOCIATION  
17-B, INDRAPRASTHA ESTATE, NEW DELHI - 110 002

REGISTERED NEWSPAPER

TO,



### HRD Minister calls for tax to mop up funds for health & Education

Union Human Resource Development Minister Dr Murli Manohar Joshi has suggested creation of a special health and education tax to mop up resource specifically for these two heads. Dr. Joshi emphasised the importance of health and education in the development of a country and that of its human resource.

He said, information and technology must be used with a human face. "If we do not adopt it faster, we will be left behind in development" he added.

Dr. Joshi said, "when India attained independence we had 33 crore population and it has increased three times since then." Today about 33 per cent and in the next five years it was targeted to touch 75 per cent.

"Human values are must for education," Dr Joshi said, "and if we do not adopt a new work culture, we will not be able to catch up with the fast changing world. Development of health and education must get priority he added. ■

### Educational policy for elders

The union Human Resource Development Ministry has asked the Indira Gandhi National Open University (IGNOU) to recommend measures for implementation of the educational aspects of the national policy on older persons, vice-Chancellor A W Khan said.

The national Policy on older persons has identified education as a principal area of intervention and action for older persons.

To translate this into action IGNOU proposes to take various steps imparting education/skill/training to the aged about the process of ageing and related health issues, planned and creative use of leisure time, cultural and aesthetic aspects of life and community works and welfare activities.

As reserves of human resource, IGNOU has suggested that they contributed to specific careers. An in-depth theoretical studies on the ageing population and the concerns and problems of the elderly in India, will also be undertaken by the university. ■

### Yashwant Shukla Passes Away

With profound grief we intimate sad demise of our past Vice-President Prof. Yashwant P. Shukla who passed away on 23, October at the age 86.

Prof. Shukla was instrumental in founding many educational institutions in Gujarat and was associated with Gujarat University since its inception. He was Vice-Chancellor of Saurashtra University. He was President of Gujarat Sahitya Parishad, President of Gujarat Sahitya Sabha and Vice-President of Gujarat Sahitya Academy. He was associated with IAEA for last 30 years.

Gujarat Vernacular Society, known as Gujarat Vidyasabha has been perhaps one of the oldest institutions in India. With which he was associated for last 5 decades.

Prof. Shukla will also be remembered for starting Shri H. K. Arts college. He will be missed by thousands of his students, writers, journalists, Adult Educators and friends.

IAEA deeply mourns his death. ■

## Levels of Literacy : Survey Report

The revelations of the recent National Readership Survey 1999 (NRS) are of considerable interest. Basing its findings on the hypothesis that exposure to the press is related to literacy, particularly in urban areas, the survey places the nation's literacy rate at 61 per cent. This is more than the UNICEF's 1999 "State of the World's Children Report" based on the 1991 census which placed it at 52 per cent in 1995 but less than the findings of the National sample Survey Organization, earlier this year, which showed an increase in literacy from 52.2 per cent in 1991 to 62 per cent in 1997. In fact, according to the NRS, literacy levels in urban areas is as much as 88 per cent among men and 39 per cent for women in rural areas. What need to be questioned, however, is not the statistics but what makes a person literate? Literacy rates are undoubtedly going up but does the mere ability of anyone above the age of seven to read and write a language with understanding, the present benchmark, make him literate? Perhaps, the time has come to redefine the meanings of "literacy" and for professionals and policy makers to evolve policies that go beyond schooling to child-friendly rights-based education that will promote social change through the all-round development of the child and in time of the person. As it stands, almost half to sign their names. Of them, two-third are women and this despite the fact that crores have been spent in the name of literacy.

Our schools are overcrowded, cheerless and often lacking in such basics as chalk, blackboards and toilets, making learning a nightmare. Small wonder that only 17 per cent of boys and 9 per cent of girls complete elementary school and of them only 12 per cent of boys and five per cent girls complete their matriculation. The rest go through life ignorant of the basics of literacy or numeracy or the skills that will enable them to continuing learning through life.

*The Hindustan Times* ■

## Population and Development Meeting in Lucknow PERC

A meeting to develop coordination between different agencies in the field of "Population and Development Education" was held under the auspices of "Population Education Resource Centre", Lucknow University on Wednesday, 29th September, 1999.

The Meeting was attended by the Vice-Chancellor of University, Dr. D.P. Singh and the Heads of various agencies working in the field of population related issues. Experts from various leading centres including K.G.M.C., Shramik Vidyapeeth, Literacy House, State Institute of Education and different degree colleges attended this meeting.

Director of Population Education Resource Centre, Dr. J.V. Vaishmapayan welcomed the participants.

Vice-Chancellor Dr. D.P. Singh emphasized to find out the ways of development with minimum resources which can be helpful for the people living in villages. He also highlighted the need of population education.

Dr. D.P. Singh, Ex-Director of Department of Adult, Continuing Education and Extension, R.M.L. Avadh University, Faizabad, Presided over the Meeting.

Renowned surgeon and Head of Urology Department, K.G.M.C., Dr. K.M. Singh delivered a key lecture on the recent development in the field of Vasectomy. He said that this method was developed in China and introduced in India in 1991.

Prof. Y.Tyagi of Economics Department of Lucknow University (presently engaged in a World Bank Project) addressed on 'Development Education'.

Director of Shramik Vidyapeeth Dr. Manju Shukla stressed that educational approach is necessary to change the attitude of masses.

Dr. Vaishampayan gave thanks to the participants and concluded that we should depend on education and ourselves not on politicians to bring change. He said that coordination can bring success in the field of population and development education. ■

### East Zone Conference Postponed

The East Zone Orissa and West Bengal Scheduled to held on 20-21 November 1999 at Utkal Navjeevan Mandal, Angul Orissa is being postponed due to Natural Calamities occurred in Orissa.

The inconvenience caused is deeply regretted.

## Third Asia Regional Literacy Forum Beijing, China. Innovation & Professionalization in Adult Literacy

The Third Asia Regional Literacy Forum Held in Beijing, China from 18 to 22 October 99 discussed the New challenges of globalization and market economics, the importance of literacy for all. The breakdown of traditional networks caused by mobility and urbanization combined with the increased needs for collaboration and new and growing demands on literacy skills among the peoples in the region. Literacy needs not only in terms of the number of illiterates, but also in terms of learning competencies of those who may have had some schooling, but who must learn to cope with changing demands in the workplace and in society. This is especially important in rural parts of Asia, where illiteracy and low literacy remain very serious problems and where social and economic development are significantly linked to these concerns. The Forum participants reviewed such issues within the rich and complex diversity of Asian societies. The major goal was to discuss how literacy and nonformal basic education can help to respond effectively to the region's new development needs. Focus on rural and social development provided participants with new insights on long-standing challenges in literacy, education, and development.

The Forum organized jointly by the International Literacy Institute

(ILI), the China UNESCO National Commission/Department of Education of the Government of China, UNESCO and the University of Pennsylvania/ Graduate School of Education.

The forum was co-sponsored by the UNICEF, NORAD, World Bank, British Council, Department for International Development (DFIED), National Literacy Mission India, SEAMEO-INNOTECH etc.

### **FOCUS AND TOPICS**

The Forum provided an opportunity for discussion among policy, researchers and practitioners to consider how to improve literacy and adult education for rural and social development. Specific topics were planning and policy development in rural and urban settings, professional and curriculum development, language diversity and planning, gender, evaluation and assesment, workplace training, health and agricultural extension education, distance education, and technology innovations. Special attention was given to the new problems associated with low literacy (and not just illiteracy) in Asian countries. About 200 participants from 21 different countries participated in the Forum.

IAEA President Shri B. S. Garg and General Secretary Shri K. C. Choudhary participated in the Forum. Shri B. B. Mohanty, Vice-President was specially invited by ILI.

Smt. Vandana Kumari Jena Literacy co-ordinator DFID, British High Commission Shri Shiv Shankar Chakraborty, Prof R. Govinda, Ms. Anju Kantwal, Dr. Renuka Narang of University of Bombay Dr. Ambika R Jain of Indian Institute of Education, Pune and Ms Maria Lourdes. Almazan Khan Secretary Generalss ASPBAE were among eminent Indian participants. ■

## Paul Belanger - New ICAE President

The International Council of Adult Education (ICAE) special General Assembly unanimously voted to reduce the size of Executive Committee and elected new members.

Mr. Pal Belanger, Retiring Director of UNESCO Institute for Education (UIE) in Hamburg (Germany) is elected as its new President. The other elected members are Maria Lourdes Almazan Khan (Secretary -General ASPBAE)- Vice-President, Celita Eccher-Treasurer (Uruguay) Carlos Zarco (Mexico) Budd Hall, (Canada), Vilma McClenan (Jamica) Abdul Aziz Alsunbul, Babacar Diop (Senegal) and Murray Thompson, Canada.

The Assembly also paid tribute to Ms Lalita Ramdas outgoing President of ICAE.

The IAEA expresses all its good wishes to the newly elected office-bearers and Executive Committee Members of IAEA. ■

## Learning the Right Lessons

### **Health :** Ashish Bose

India does not need to look outside for successful examples of population control. Three of our own states-Kerala, Tamil Nadu and Andhra Pradesh-are success stories that teach us that what is needed is political commitment and investment in health and education.

Both Kerala and Tamil Nadu initiated effective health and family planning programmes, Kerala was the first to show a significant reduction in birth rate as it had an early lead in both health and education. The maharajas, the missionaries and the Marxist government all contributed to Kerala's remarkable social development.

Tamil Nadu, a much bigger state, succeeded largely due to an efficient bureaucracy and a total mobilization of resources. The mid-day meal programme helped considerably: it not only ensured better attendance rates in schools for both boys and girls but also gave employment to over two lakh women. Its success enhanced the credibility of the political leadership. Therefore when the late MGR talked about small families, people listened to him.

The Andhra Pradesh model may defy traditional demographic wisdom, but it does demonstrate political commitment. The state, with one of the lowest literacy rates in southern India, managed to bring down its birth rate to 22.3 per thousand population in 1998. It is interesting about Andhra Pradesh is that even men are responding to family planning schemes. In

Karimnagar district alone, 38,000 men came for vasectomy last year.

AP is the only state to come out with its own population policy. The family planning propaganda has been religiously dinned in with the help of cinema.

(Ashish Bose is a well-known demographer.) - Kalpana Jain

### **Education :** A.H. Khan

Three factors are critical for ensuring India's global competitiveness in the knowledge-based economy of the future.

- Emphasis on technology-enhanced learning, especially open and distance learning
- Privatisation of education
- Increased public investment open and distance learning should focus on capacity building of personnel, especially professional teams, creating integrated distance-learning environments, development of instructional software and creation and management of student-support networks. The example of China's vast infrastructure for technology-enhanced distance learning supports policy initiatives in this direction.

The Information Technology Task Force, set up by the Indian government, has emphasised the need to foster the IT sector in the country through building awareness, creating infrastructure and developing suitable programmes for IT training. The Indira Gandhi National Open University, for instance, is investing substantially in creating systems and software for meeting these needs.

The creation of infrastructure and development of programme to meet the exponential demand for education will need massive investment. This is well beyond the capacity of the government. Privatisation of education is, therefore, imperative.

India ranks 132nd in the world on the human development index. Expenditure on education is only 3.4 per cent of the gross national product. In comparison, the world average is 4.8 per cent and investment in industrialised nations averages 5.1 per cent. Public investment in education needs to be substantially increased to recommended levels of six per cent in India.

(Abdul Waheed Khan is vice-chancellor of the Indira Gandhi National Open University, New Delhi) ■

## Need Based Service Programme

### **Free Homeo Medicine For Conjectivities**

Sensing the intensity of spreading conjectivities (eye infection) in Guntur district, Dept. of Adult Continuing Education Extension and Field Outreach of Nagarjuna University distributed free Homeo medicine for University students, staff and employees for week.

The Need based service was inaugurated by the University college principal Prof. Guntupalli Koteswara Rao on 26th Oct. 1999 in DMC building of the University.

The service programme obtained very prompt and effective response in and around the University Campus. ■

## Neglect of education

Although the International Literacy Day did not attract much attention because of electioneering, this particular day in the UN calendar should be an occasion for deep introspection by India. Nobel laureate Amartya Sen is right when he says that a major reason for India being an economic laggard is its failure to develop its human capital through literacy. With a literacy rate of only 52 per cent, India harbours the largest illiterate population in the 15-plus age group (291 million) in the world. About 35 per cent of the males and 62 per cent of the females are illiterate. The global literacy figure is 77 per cent.

The world's most populous nation, China, has much fewer illiterates than India (166 million). It has a literacy rate of 82 per cent. The literacy rates of the other populous countries are: Mexico 90 per cent, Indonesia 84 per cent, Brazil 83 per cent, Nigeria 57 per cent, Egypt 51 per cent, Bangladesh 38 per cent and Pakistan 37 per cent. India's dismal performance on the literacy front is ascribable to two obvious factors: burgeoning population and neglect of the educational sector.

The first factor has been operating like a vicious circle. Runaway population growth has been resulting in rapid accretions to the mass of illiterates. And growth in the mass of illiterates has been causing an exponential increase in population.

The World Bank's various country reports on India as well as latest Human Development Report

brought out by UNDP contain detailed data which show how this country has neglected its educational sector. In fact, a major reason why the countries of East and South-East Asia have outstripped India economically is that they have paid more attention to human resources development by according a high priority to education. The problem of illiteracy has to be tackled both at the level of school education and adult education.

School education provides the most glaring example of socio-economic disparities in India. Children of the rich and well-to-do go to what are euphemistically called public schools, imbibing expensive, superior education and acquiring a high competitive ability which gives them a headstart in life. But as regards the mass of Indian children, the state has largely failed in its duty to provide them with even nominal education, leave alone superior education.

Since Independence the number of schools in the country has gone up from 2.30 lakh to 7.44 lakh, the number of teachers from 6.24 lakh to 28.36 lakh and of school children from 1.92 crore to 14.94 crore. But what has been achieved is inadequate not only in terms of quantity but also quality, showing a regrettable lack of seriousness and political will on the part of the country's leadership.

Here are two examples: In order to reduce the dropout rate as well as nutritional deficiency in government schools, the Centre, taking a clue from the experiment launched by MGR government in

Tamil Nadu in 1982, announced on August 15, 1995, that a sum of Rs 612 crore would be allotted for a mid-day meal scheme to be run by the state governments, which were supposed to undertake a matching expenditure. At the end of 1995-96, an amount of only Rs. 442 crore was utilised. And now the offtake of the Central grant by the states has more or less dried up because of a lackadaisical attitude towards the scheme.

Nearly one lakh schools have no building. Operation Blackboard, launched with much fanfare in 1987, has as yet achieved only 50 per cent of its target of providing a two-room all-weather building for each primary school. Further, in many states there is a huge backlog of unspent funds for teaching and learning materials.

The erstwhile United Front government introduced a legislation in Parliament to make education a fundamental right. This is nothing but gimmickry. Considering that it would have become obligatory for parents to send children to school, such a legislation would have degenerated into yet another farcical addition to the plethora of laws which are followed more in their breach than in observance.

The Ministry of Human Resource Development has prepared a Rs 50,000 crore plan to achieve universal education in the country by 2002. Envisaging investment on such a gigantic scale presumes that the national priorities would be reordered in favour of education. Will the new government move in the requisite direction? ■

- Arvind Bhandari  
*Hindustan Times*

## Reverse Migration-A People's Movement

*JC Pant, Chairman, REACHA*

The accelerated rural-urban migration in India has been triggered off primarily due to the alienation of the rural poor from their traditional rights on the Common Property Resources (CPR). This took place gradually with the onset of the Green Revolution which relied on the use of exotic high yielding seeds requiring high cost inputs comprising of chemical fertilizers and pesticides as well as intensive irrigation. Over-drawl of ground water occasioned by intensive irrigation for fast-track agriculture coupled with the neglect of the village-pond led to the drying of the village wells, the sole source of drinking water in the villages. The sacred groves and the village grazing grounds known as Gauchars, too got parcelled out to the affluent farmers leaving no space for the cattle of the rural poor, their only source for livelihood. The glitter of the faraway metropolis, and the fairy tales spun by commercial cinema painting an image of modern life with piped water supply, electricity, telephone and television were too alluring and hard to resist, and thus began the flight from the villages occasioned by the "vanishing commons". In the process, the metropolises are becoming more and more overcrowded and the civic amenities more and more overstretched, raising the spectre of the population bomb exploding. A catastrophic situation looms large with ever proliferating urban slums providing the most miserable existence to the erstwhile rural poor who, while

some are making a fast buck, are victims of the land mafias and are over prone to crime and punishment. These slums have become cess-pools of the most virulent bacteria and viruses ever-ready to strike-out into the neighbouring affluent localities, inspite of their high-rise security compound walls. The tide of rural-urban migration cannot be checked by any physical means except by setting into motion processes which will trigger off reverse migration. Reverse migration of the rural poor back to their native villages can click only if favourable conditions are created by restoring their traditional rights on the Common Property Resources and by creating an assured market for the product of the village and cottage industries to generate creative and worthwhile employment. This is where the corporate sector has a decisive role to play in creating this assured market, if they, the corporate sector want the save their metropolises from certain death due to suffocation of the modern day polluted urban life-style. This whole process will also revive India's rural economy and help materialise Gandhiji's vision of Gram Swaraiya.

I foresee a pattern of sustainable development emerging in the short run, with urban India growing on the so-called modern lines and rural India developing on the lines of Gandhiji's vision outlined in Hind Swaraj in 1909. This may sound as if I am suggesting that God and mammon can co-exist, defying the biblical edict that one

must choose between God and mammon. After all, the Pauranic Samudra Manthan to throw up Amrita could take place only through co-operation between the Devas and Asuras after the Devasur Sangram had failed to give a decision.

This approach to India's development would involve orienting a large number of dedicated volunteers prepared to work for comprehensive rural development, "health for all", and 'women's empowerment'. Reverse migration of the "wretched" rural poor from the living hells known as urban slums is not possible without eradication of rural poverty and without this reverse migration taking place very soon, the future of the corporate sector as well as urban India, its fine arts and culture, its civic life etc., are in grave jeopardy. ■

### Our Other Publications

- ◆ Indian Journal of Adult Education (Quarterly)
- ◆ Proudh Shiksha (Monthly)
- ◆ Jago Aur Jagao (Monthly)
- ◆ Literacy & Population (Quarterly)
- ◆ Indian Journal of Population Education (Six Monthly)

can be had from :-

**Indian Adult Education Association**

17-B, I.P. Estate, New Delhi - 110002

## President Inaugurates M.P. NGOs Conference

President Shri B. S. Garg inaugurated M.P. NGOs conference organised by an Institutional Member PRAGYA & M.P. Branch IAEA at Indore (MP), Smt. Vibha Agrawal Chairperson M.P.State Social Welfare Board, Chief-guest Shri Mahesh joshi Ex-Minister and Vice Chairman 20 Point Programme Committee, Shri Kailash Chandra Pant, Chairman M.P. Branch of IAEA, Shri Manoj

Shrivastava IAS Collector, Indore, Shri A.R.Singh were guests. Chairman Shri Kishan Pant welcomed the guests, Shri K.C.Choudhary General Secretary proposed a vote of thanks.

About 150 delegates representing more than 100 NGOs participated in the Conference. The Conference adopted 12 resolutions and a plan of action. ■



From Left to Right Shri Kishan Pant, Shri K. C. Pant Chairman MP Branch, Shri B.S. Garg President IAEA, Smt. Vibha Agrawal Chairperson MP state Social welfare Board, Shri Manoj Shrivastava, IAS, Collector Indore.

◆ Think it over ◆  
*'you must not expect to have everything exactly to your taste.'*

- Mahatma Gandhi

## Gujarat Vidyapeeth : Ahmedabad

### Release of Patrasetu

On 8th September, 1999, International Literacy Day a trimonthly news letter named Patrasetu was released by Hon. Shri. Govindbhai Raval, Vice-chancellor of Gujarat Vidyapeeth, published by Adult & Continuing Education & Extension Service, Gujarat Vidyapeeth, Ahmedabad.

### Populations' entry to 7th Billion Day Celebration

12th October was the remarkable day as the World Population entered into 7th Billion. The third world nations i.e. developing nations had become conscious about their burden of unwarranted population and celebrated this day as a Social and Political Awareness Day as per the instruction of UNESCO.

Adult & Continuing Education & Extension Service, Department of Gujarat Vidyapeeth celebrated the day by organising a social meet & distributing the pamphletes in Ahmedabad city to the tune of importance of the day. The social meet was presided by Hon'ble Govinbhai Raval, Vice-chancellor, Gujarat Vidyapeeth, Ahmedabad. Hon. Harenbhai Pandya, Home Minister of Gujarat state and Smt. Maliniben Atit, Mayor of Ahemdabad Municipal Corporation were the Chief Guests on the Occasion. ■

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## DOCUMENTS

**Singh, Bhupinder and Mahanti, Neeti Ed.** Role of Democratic Decentralisation (Panchayati Raj) in TSP Area. New Delhi, Inter-India Publications, (D-17 Raja Garden) 1999.p95, Rs 150

The book is divided in eight chapters. The first chapter is the introductory chapter. The second chapter highlights the 73rd Amendment and the 1996 PESA Act extending Panchayati Raj to the Scheduled Areas. The third chapter examines the role of Panchayati Raj Acts in the Tribal Sub-Plan Areas. The fourth chapter while tracing the evolution of local self-government in India concludes that empowerment and increased participation of women is vital in shaping the destiny of the nation. The fifth chapter discusses the role and participation of women in

Panchayats. The sixth chapter examines the background of the Constitution (74th Amendment) Act, its main features, action taken on implementation of the Act and finally extension of the Act to scheduled areas. The seventh chapter describes the radical change in the outlook, attitude and participation of women in rural India after the 73rd Constitutional Amendment came into effect. The last chapter describes the status of women in the North-east and concludes that unless the tribal men shed their gender bias, it would be extremely difficult to empower tribal women to play an effective role in local bodies.

**Bali, Arun P. Ed.** Understanding Greying People of India. New Delhi, Inter-India Publications, (D-17, Raja Garden) 1999,p303, Rs 450

This volume consists of thirteen papers, which exhibit the multidisciplinary approaches to the study of the issues of ageing and

the problems of the aged.

The document emerging conception of ageing in India: Socio-cultural Perspective, gangrade reflects upon the role of social forces such as industrialisation, urbanisation, secularisation, occupational differences, and education in bringing about a transformation in the traditional value system which accorded the elders status and authority. Gangrade says that while biological, psychological and social conceptions of old age exist, administrative and cultural norms also determine old age. Cultural norms are important in signifying changes in roles and status assigned to elders. These norms also determine disengagement of old people from certain activities they were involved in during middle age. He emphasises the need to strengthen the family system in discharging its role of care more effectively.

INDIAN ADULT EDUCATION ASSOCIATION  
17-B, INDRAPRASTHA ESTATE, NEW DELHI - 110 002

REGISTERED NEWSPAPER

TO,



## Ramlal Bhai is No More

Prof. Ramlal Parikh, Chancellor of Gujarat Vidyapeeth Ahmedabad, a life member of IAEA, recipient of Nehru Literacy Award, one of the founders and Managing Trustee of Vishwa Yuwak Kendra (International Youth Centre) New Delhi has passed away.

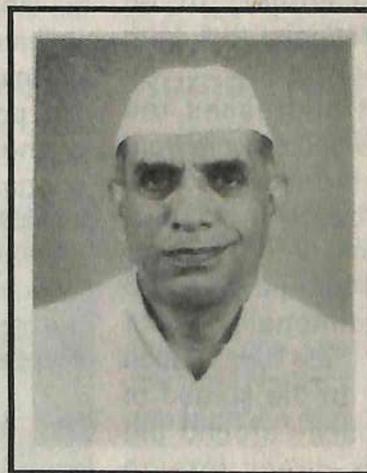
Born on April 18, 1927 at Baroda, Gujarat State. Prof. Parikh devoted his life to the cause of higher education and education for adults. In 1952 he joined the Gujarat Vidyapeeth, which Mahatma Gandhi had founded in 1920. He followed and practised the ideals of the Father of the Nation. He was considered to be an authority on Gandhian Political Thought, Non-violent Society and Peace Education. He had a vast experience of educational administration which he acquired as Principal of the Mahadev Desai College of Social Service for 10 years (1961-71), Rector of the Gujarat Vidyapeeth and later as its Chancellor. He was a member of the University Grants Commission for three years. He made a significant contribution as Chairman of the Standing Committee

on Adult and Continuing Education, Member of Gandhian Studies Panel. Committee on Higher Education for Scheduled Castes and Tribes, Review Committee of UGC Programmes, Regulations Committee, Selection Committee, Committee for Assessment of Quality of Ph. D. Dissertations and as Chairman of UGC Visiting Committee to assess Adult education Programmes of many Universities throughout the country.

Prof. Parikh started taking interest in Adult Education and adult literacy work since his student days. At the age of 19, he started conducting adult literacy classes at a funeral place in Baroda city on behalf of the Baroda Students' Union.

He formed the Indian Society of Community Education in 1981 which is now engaged in adult and continuing education work in more than 150 universities. He was leader of the Social movement for national integration, population education and

adult education. As the member of



Rajya Sabha (1975-81), Prof. Parikh espoused the cause of the poor and the down-trodden through his speeches, writings and membership of a number of Special

Parliamentary Committees.

Various Awards were conferred on him which include 'Peace Messenger Award from UN, Madam Krupaskaya Award for Literacy from UNESCO, Nehru Literacy Award from Indian Adult Education Association, Great World Peace Award, Morarjibhai Desai Award for Peace Education, Life Time Literacy Award by the Govt. of India Ministry of HRD for his work of Promoting Community Education.

The Indian Adult Education Association deeply mourn his death.

## 1999 World Survey on the Role of Women in Development: Globalization, Gender and Work

The 1999 World Survey on the Role of Women in Development: Globalization, Gender and Work, a flagship publication of the Department of Economic and Social Affairs issued every five years, constitutes the basic document for the Special Session of the General Assembly, "Women 2000: Gender Equality, Development and Peace for the Twenty-First Century" to be convened at Headquarters from 5-9 June 2000.

The report addresses the changes in the world of work from the gender perspective, in the context of globalization. It describes the three economic trends that are commonly associated with the economic dimension of globalization: a) trade liberalization and expansion; b) the spread of production capacity around the world through direct foreign investment by multinational corporations; and c) financial liberalization and the increased international mobility of financial capital.

Focusing on developing countries, the report gives a detailed overview of employment and displacement effects of economic trends associated with globalization from a gender point of view. It also discusses the importance of these effects in terms of their influence on women's relative position within the household and the labour markets around the world.

The report points out the global reality of increased participation of women in paid work. "Not only has it risen in almost all regions of the world, but it has also spearheaded the overall employment growth in recent years", the report states. "In fact, with the sole exception of Africa, women's employment has grown substantially faster than men's since 1980."

According to the report, forces unleashed by globalization have given rise to new opportunities that can potentially be empowering to women, on the one hand, and economic conditions which are inimical to gender equality, including increased economic volatility, job insecurity and loss of livelihood, on the other hand. ■

## IAEA is 60 Now

On December 2, I A E A has completed 60 years. The year 1999-2000 will be observed as "**Diamond Jubilee**" year. A series of Programmes will be organised in this connection. Two National Seminars, One on the Role of Media in Promotion of Adult Education and other on the Role of Universities and Research Institutions in Promotion of Adult Education followed by Annual Conference will be organised in February-March 2000.

A steering committee is being Constituted under the Chairmanship of President Shri BS Garg, the DG NLM Shri Bhaskar Chatterji, IAS Shri Anil Sinha, IAS, Prof SY Shah, Shri BS Rokadia, Shri V. S. Mathur are among the Members of Committee alongwith the members of Ex. Committee. ■

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## Education opens new horizons

- **Sonia Gandhi**

Even as the assembled children demanded a right to food and a right to affection from the parliamentarians in Delhi, Congress president Sonia Gandhi advised them to take every opportunity to educate themselves: "As a mother, I advise you to educate yourself because education gives you the freedom to choose. It opens new horizons". For the adults, Mrs Gandhi set an agenda to develop the child's personality and "awaken his mind".

She was addressing select gathering of parliamentarians, NGOs and school children on the 10th anniversary of the Convention

on the Rights of the Child, Mrs Gandhi hammered the need for policies to be translated into policies to be translated into action. "Policies remain good intentions unless they are followed up by action", she said.

The key question is whether the society has committed itself to achieving what has been laid down in the Constitution. "Have we fulfilled what we have committed ourselves to achieving?" She sought to know as she pointed out that child labour, child prostitution is rampant and children here are physically abused and sexually exploited. ■

## Orientation for Adult Education Functionaries

One day orientation programme of Senior Level Functionaries was organised by Haryana State Branch of IAEA at IAEA Hqrs. in Delhi.

In his inaugural address Shri K. C. Chaudhary General Secretary IAEA emphasised that officials of ZSS should take more pain in implementing this national programme at grass root level. Shri S.C. Sharma Deputy Secretary, Govt. of India, Ministry of HRD, Dept. of Education also discussed various issues with the participants. Shri S.S. Sangal Director (Academic) National Open School gave a very clear concept of basic education policy of the ZSS to be integrated with the post

them about material production and specially the interest of new literates in the books.

Shri Prem Chand Consultant, NLM explained about Monitoring and Evaluation in the literacy campaign. The participants discussed various issues and problems faced by them with the resource persons. Dr. A. Mathew fellow of National Institute of Adult Education participated as a resource person and provided latest informations about the literacy campaign specially about Haryana State.

Shri R. N. Mahlawat, Chairman of the Haryana State Branch of IAEA convened the programme



*Sarvshri NC Pant Jt.Secy, KC Choudhary GS, RN Mahlawat Chairman Haryana State Branch, SC Sharma Dy.Secy.NLM with other participants*

literacy and continuing education programme in the country. He advised the representatives of ZSS to get the recognition from NOS for the benefit of beneficiaries at the district level. He also explained the policies and programme of NOS in detail.

Shri D. S. Mishra, Joint Director Directorate of Adult Education, Govt. of India also addressed and apprised

Representatives of NLM Smt. Sadhna Shrivastava, Sh. Raj Kumar, Assistant Director and Shri Naresh Kumar, Research Officer of Directorate of Education Haryana participated in the programme. Shri Raj Kumar proposed vote of thanks.

## OP Rana is Passed Away

Shri O.P. Rana, our life member, Senior Advocate of Supreme Court and former Justice of Allahabad High Court expired on 12th November 1999.

He was an eminent lawyer and life partner of our Vice-President Mrs., Kamala Rana.

IAEA deeply mourns his sudden demise and conveys condolence to the bereaved family.

## PG Diploma Course in Human Rights

Indian Society of International Law launches a post-graduate diploma course in Human Rights, International Humanitarian and Refugee Laws has been launched. By the Indian Society of International Law (ISIL), research-oriented National Institution for the propagation of public international law with the financial and technical collaboration of the National Human Rights Commission (NHRC), the International Committee of the Red Cross (ICRC) and the United Nations High Commissioner for Refugees (UNHCR).

The course has been designed to explore in detail topical issues such as changing status of combatants in modern conflicts, the legal and humanitarian dimensions of anti-personnel minds, the implications of the International Criminal Court, vulnerable groups like women and children in armed conflict, development of minimum humanitarian standards etc.

## Education for Social Justice

Call for a new social justice system, where one among the more privileged supports one from the weaker sections, was given at the inaugural function of the Golden Jubilee Celebrations of the Delhi Public School (DPS) Society and the Mathura Road DPS which was established in 1949.

The state of education in the country and how the Society could contribute for its betterment was also dwelled upon by eminent speakers like Mr Salman Khurshid (the Society's president), Dr Karan Singh (Rajya Sabha member and chief guest) and Dr Satish Chandra (renowned historian).

Mr Khurshid- said those who could afford to get education at DPS should help DPS educate one among the countless who aspire to be in an institution such as DPS. He said that this would provide a new definition to the term social justice, equality, cooperation and friendship.

Dr Chandra, in his keynote address, indicated that country's youth should not develop the tendency to be too critical, a propensity which the entire nation suffers from. He pointed out that India, is expected to become the sixth most powerful nation in the world. It has the third largest scientific manpower and its social scientists rank among the world's best.

However, the state of education in the country-ranging from primary to higher - is not good due to governmental neglect, said Dr Chandra. Its contribution to education has remained low for the last several years.

Dr Karan Singh, on the other hand, spoke of qualities which should be inculcated in the youth of tomorrow. He spoke of five aspects- physical, mental, aesthetic, social values and spiritual - which need to be developed for a human being to excel in his or her chosen field so that the nation can be served best.

Solemn notes were also struck on the occasion. The martyrs of Kargil were paid tributes. ■

## Advance Understanding Defeat Racism

"Human Rights Day 1999 is a day for remembrance and a day for renewal. Today, we recall the many victims of human rights abuses throughout this century. Today, we rededicate ourselves to making human rights a fact of life- and not a distant hope- for all humanity.

On this last Human Rights Day of the twentieth century, bigotry and intolerance have been at the root of the greatest crimes and bloodiest wars of this country. At the same time, our century has seen real progress towards human rights and equal dignity for all, regardless of race or ethnicity.

But our work is far from done. For every child liberated from racism, another fear of persecution, too many have been murdered for no other reason than that they were born into a particular group.

The scars of the past decade- Rwanda, Bosnia, Kosovo- remind us how racism rededicate ourselves to the ideal of a multicultural world where all races and ethnic groups coexist peacefully.

We know it can be done. And we know that diversity and tolerance make every nation, every people, better, stringer and richer in human spirit.

As we cross into the new century, let us all do our part to advance understanding and defeat racism: by embracing diversity, by teaching tolerance, and by treating every human being with dignity he or she deserves. It is simple, and it is possible. It only requires humanity to live up to its name."

**Kofi A. Annan**  
**UN SECRETARY GENERAL** ■

## APAEA Celebrates National Library Week

The Andhra Pradesh Adult Education Association during observed 32nd National Library Week celebration by conducting a day long Programme on literacy and empowerment of women through education, Competitions in Music, Essay, Elocution and Rangoli were conducted for women as well students of Women Colleges and Girls' High Schools in the afternoon session followed by a symposium on "Empowerment of Women Through Education"

Sri Kadiyam Srihari Honorable Minister for Primary, Adult Education and Public Libraries was the Chief Guest at the occasion.

The Minister for Education said that the efforts are afoot for effective implementation of universalization total literacy by the year 2005 A.D.

A cultural programme on literacy and awareness was also staged. ■

## Despite More Food, One-Third of India is Hungry : UNFPA

Food production in India has been growing. And yet one-third of its population-an estimated 320 million in 1997-was considered "food insecure". They consume less than 80 per cent of the minimum energy requirement.

The reason: Non-consumption losses at different stages of production and uneven distribution which leaves several sections of population undernourished.

Agricultural production has increased rapidly since Independence-foodgrains by 3.5 times, cereals by about three times and protein by 1.5 times-yet the increase in per capita availability is much less, says a study brought out by the United Nations Population fund (UNFPA), showing the linkages between the food situation and population growth in the country.

The per capita consumption, according to the study, has gone up only by about 27 per cent in foodgrains, 35 per cent in cereals and about two times in edible oils. For instance, more than 80 per cent of the rural population of Assam, Tamil Nadu and Maharashtra consume less than this minimum daily requirement, and 50 per cent of rural Gujarat and Tamil Nadu receive less than the minimum. "This is the group which is hungry," states the report.

As much as 25 per cent of the foodgrains production is lost at different stages of storage in commercial warehouses, retailers and households. While about half of the cereals produced are

consumed by humans, about 20 per cent is distributed to livestock and about five per cent used as seeds, says the report. There is an urgent need to reduce population growth so that the demand for food can be reduced and effectively met, it adds.

Brought out on the occasion of the World Food Day, the study says increasing numbers create a growing demand for food and even today millions of impoverished people do not have access to the minimum daily food requirement. It is little wonder that the Food and Agriculture Organization (FAO) classifies India as low-income and food-deficient country, the report points out.

The study says the Planning Commission had estimated 2,400 and 2,100 calories as the minimum categories. The report warns that with growing population and unsustainable agricultural practices, India may face declining food productivity in the future and has, therefore, advocate a more pro-active plan to meet its needs. ■

## Prabhu gets Award

Prof NRV Prabhu, Director Centre for Research and Action for Integrated Development Madras, is given "**Best Citizens of India Award**" by the International Publishing House, Defence Colony, New Delhi.

He has also received "Super Intellectual Award" by the All India Congrementation Council, New Delhi. **Congrats !** ■

## New Member of Editorial Boards

Noted Educationalist Prof. C. Daswani, Joint Editor of Indian Journal of Public Administration Shri MK Gaur and Dr. SY Shah Director, Department of Adult Education And Continuing are new members of the Editorial Board of Indian Journal of Adult Education.

Prof. Ramesh Dave is new member of the Editorial Board of Proudh Shiksha. ■

## TLC/PLC Evaluation Work Completed by IAEA

IAEA has completed TLC Evaluation work in Sonipat and Mohinder Garh (Narnaul) Districts of Haryana.

IAEA will start TLC evaluation work in Etawah (UP) and Rewari (Haryana) Districts.

IAEA has received offers of the External Evaluation work of the PLCs in Nagaur and Sawai Madhopur Districts of Rajasthan. ■

### Our Other Publications

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- ◆ Literacy & Population (Quarterly)
- ◆ Indian Journal of Population Education (Six Monthly)

## UN General Assembly Adopts Optional Protocol to Women's Rights Convention

In a landmark decision for women, the UN General Assembly, adopted a 21-article Optional Protocol to the Convention on the Elimination of all Forms of Discrimination against Women and called on all States parties to the Convention to become party to the new instrument as soon as possible.

By ratifying the Optional Protocol, a State would recognize the competence of the Committee on the Elimination of Discrimination Against Women -- the body that monitors States parties' compliance with the Convention-- to receive and consider complaints from individuals or groups within its jurisdiction.

The Protocol contains two procedures: 1) A communications procedure allows individual women, or groups of women, to submit claims of violations of rights protected under the Convention to the Committee. The Protocol establishes that in order for individual communications to be admitted for consideration by the Committee, a number of criteria must be met, including that domestic remedies must have been exhausted. 2) The Protocol also creates an inquiry procedure enabling the Committee to initiate inquiries into situations of grave or systematic violations of women's rights. In either case, States must be party to the Convention and the Protocol. The Protocol includes and "opt-out clauses," allowing States upon ratification or

accession to declare that they do not accept the inquiry procedure. Article 17 of the Protocol explicitly provides that no reservations may be entered to its terms.

The Optional Protocol will enter into force three months after 10 States parties to the Convention have ratified or acceded to it. Upon entry into force, the Optional Protocol will put the Convention on an equal footing with other international human rights instruments having individual complaints procedures, such as the International Covenant on Civil and Political Rights, the Convention on the Elimination of All Forms of Racial Discrimination, and the Convention against Torture and other Forms of Cruel, Inhuman or Degrading Treatment or Punishment. The inquiry procedure will be the equivalent of the under the Convention against Torture.

Both the World Conference on Human Rights (Vienna, 1993), and the Fourth World Conference on Women (Beijing, 1995) has called for the introduction of a right to petition under the Convention. The adoption of the Protocol is particularly significant as 18 December 1999 is the 20th anniversary of the adoption of the Convention on the Elimination of All Forms of Discrimination against Women by the General Assembly. It is also a major step forward in realizing Governments' commitments with regard to women's human rights. ■

## Dangas Chairman of MPBC Commission

Shri S.S. Dangas, IAS (Retd), a life of member and associate of the Indian Adult Education Association is nominated Chairman of Madhya Pradesh Commission for Backward classes. Earlier he was Chairman, MP Backward Classes and Minorities Development Corporation (Cabinet Minister) Member- Secretary at MP Commission for Backward classes. He hold the Post of Additional Secretary to the Govt. of MP, Director SCs, Collector in Guna, Sangar and Jabalpur Districts. *Congrats!* ■

## APAEA Celebrates National Library Week

The Andhra Pradesh Adult Education Association during observed 32nd National Library Week celebration by conducting a day long Programme on literacy and empowerment of women through education, Competitions in Music, Essay, Elocution and Rangoli were conducted for women as well students of Women Colleges and Girls' High Schools in the afternoon session followed by a symposium on "Empowerment of Women Through Education"

Sri Kadiyam Srihari Honorable Minister for Primary, Adult Education and Public Libraries was the Chief Guest at the occasion.

The Minister for Education said that the efforts are afoot for effective implementation of universalization total literacy by the year 2005 A.D. ■



## DOCUMENTS

**Reddy, P. Aditnarayana.** Post Literacy and Continuing Education. New Delhi, Discovery Publishing House(481/21, Ansari Road, Prahlad Street, Daryaganj). 1999, p 85, Rs 200

The book is divided into five chapters. Chapter -I describes the genesis of the scheme of Jana Shikshana Nilayam, objectives, Functions, Clientele, roles of preraks and review of related research. The statement of problem, scope and need of the study, objective, hypotheses, variables incorporated and limitations of the study is presented in the second Chapter. Chapter III, 'Method of investigation' describes the various tools used and steps involved in development of the tools, local of the study, size of the sample and limitations of the study. Chapter V presents and discussion on finding of the study in five sections. Section -I describes the infrastructural facilities available, timings and users of the JSN. The extent of the performance of the various roles of the JSNs are presented in Section II. Section III illustrates the profile of the working preraks, influence of the personal characteristics of preraks on their effectiveness and the characteristics of an effective prerak. Section IV presents the reading interests of the neo-literates and the literature supplied to the JSNs. The last section of the

chapter analyses the factors associated with the functioning of the JSNs. The summary and conclusions forms the last chapter of the book.

**Indira, R and Behera, Deepak Kumar Ed.** Gender and Society in India-vol.one: Theme Papers and Urban Studies New Delhi, Manak Publications (G-19, Vijay Chowk, Laxmi Nagar), 1999, p 316

The volume I is divided into seven sections. The first section of the volume contains 2 papers which deals with gender issues as represented in the field of knowledge. In the first paper Rameswari Varma discusses the emergence and development of women's studies as an academic discipline and the impact the new discipline had on the academia.

The second section is devoted to a discussion of the role of religion in determining the status of women as well as in interpretation of issues relating to women. Vanaja Dhruvarajan in her paper on Hinduism and empowerment of women throws light on those aspects of Hindu religion which are both pro and Antiwomen. She argues that there is need to reinterpret religion from a gender perspective as we are not in a position to ignore religion in our attempts to bring gender equality.

Section three contains 3 papers on women and work. Though women's work both within and outside the domestic sphere contributes significantly to development, it hardly gets the kind

of attention it merits. The papers in this section discuss the work life and problems of women in some occupational groups.

Section four contains 4 papers dealing with education from a gender perspective. Rao and Dutt in their paper on gender bias in school curriculum discuss the differential treatment of gender issues by primary school text books in Karnataka. Umamohan, Das and Jayasree reflect upon issues concerning the education of girl child workers in silk twisting units of Dharma-Varam in Andhra Pradesh. While U.A. Attar discusses vocational educational as a source of women's empowerment, M. Saxena outline the opportunities for empowerment that are available to women through technician education.

Section five includes 4 papers on the theme of women, population, health, marriage and fertility. Mamata Lakshmana makes a gender analysis of India's population policy and opines that unless serious efforts are made to bring about structural changes in society, population programmes will continue to target women leading to further marginalization.

Section six of the volume contains 2 papers on women, marriage and carrer. Though there has been a visible increase in opportunities for empowerment of women, traditional attitudes to women's work still affect their work chances and work performance say Siddaramashettar and Punit.

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Layout Utamjit Singh

Men and women display different attitudes to work as could be seen from their study data. Through a study of higher primary school teachers of Berhampur town in Orissa, Itishree Padhi analyses the adjustment pattern of working mothers and concludes that work related stresses are often caused by family conditions and types.

The seventh section of the volume includes 4 papers that focus attention on different facts of oppression that women face. Ramana and Rao analyse the patterns of gender discrimination experienced by slum women in town of Andhra Pradesh.

**Noopur, Indira Kulshreshtha.**  
**Women in Search of Identity.**  
Delhi, B. R. Publishing corporation  
(4222/1, Ansari Road, Darya Ganj),  
1999, p 300, Rs 500

The book deals with aids education, population education and basic skills for rural women. The book is an attempt to pose the inevitable questions we should ask ourselves. Women's rights are human rights-combating all forms of violence against women-their full participation in development, promoting gender equality and supporting NGOs and grassroot initiatives for the development of women's rights.

**Kirmayer, Paul. Adult Education in Israel II-III. Jerusalem. Ministry of Education Culture and Sport Adult Education Division, 1997, p263.**

The book is divided into five parts. First part is on adult education as a profession and as a discipline. Second part deals with

policy and directions of adult education. Three part is an adult education and communication. Fourth part gives Israel and the world : co-operation through adult education. The last part is on publications of the adult education division.

**Shri T. Balasarvanan is awarded the Ph.D.. Degree in the discipline of Adult Continuing Education and Extension,** by the Bharathidasan University on July, 1997. I was the recipient of University Fellowship, UGC's- JRF and SRF for undertaking Ph.D. Research.

He is working as a Research Association in the Campus Diversity Initiative Project (Funded by Ford Foundation, New Delhi). Bharathidasan University, Tvinchirapp. ■

INDIAN ADULT EDUCATION ASSOCIATION  
17-B, INDRAPRASTHA ESTATE, NEW DELHI - 110 002

REGISTERED NEWSPAPER

TO,



### Education to be made a fundamental right

*M M Joshi, HRD Minister*

The Elementary education programmes in the country will be merged in a single mission mode 'Sarva Siksha Abhiyan (SSA)' at the district-level with an additional funding of Rs. 9,000 crore per year. Union Human Resource Development and Science and Technology Minister Murlu Manohar Joshi announced.

The Government will introduce a Bill to amend the Constitution to make the elementary education a Fundamental Right of all children up to 14 years and a Fundamental Duty of parents and guardians, Dr. Joshi said that the State Education Secretaries meet in the Capital had welcomed the strategy and approach for SSA, the proposal for Constitutional amendment and also the proposal for a Central legislation for free and compulsory elementary education.

Autonomous registered agencies will be created in the pattern of DRDA for development of education in the districts, and funds from the Centre will directly flow to them. They would work closely with the Panchayati Raj institutions.

States will also be asked to prepare District Elementary Education Plan (DDEP), particularly targeting the tribal, distant and educationally backward districts and communities.

Dr. Joshi said unless public expenditure on education increased from 3.8 to 6 per cent, "it would be impossible to have universalisation of elementary education in the foreseeable future," he added.

All the states have endorsed the Centre's proposal to review the school curriculum, he said, adding this review was last done in 1992. NCERT would prepare a discussion paper on the revision of curriculum by December-end. It would then be debated extensively before being adopted by April-end.

While the curriculum review proposal has various inputs, Joshi's personal imprint is very clear from the special focus on value education. The committee entrusted with this task would spell out the details, he said.

*contd on page 2 col 3*

**IAEA NEWSLETTER  
WISHES ITS  
READERS A HAPPY  
AND PROSPEROUS  
NEW YEAR**

### All India Adult Education Conference

The Indian Adult Education Association in Collaboration with Literacy House, Lucknow will be organising its 49th All India Adult Education Conference in Lucknow on **March 11-13, 2000**.

The theme is "Agenda for the Millennium."

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

The contact person in Lucknow is Dr. Madan Singh, Director, SRC, Literacy House, P.O. Manas Nagar, Kanpur Road, Lucknow 226023. (Telephone and Fax 0522-470307 Res. 470263).

Those desirous of attending the Conference should send Registration fee of Rs. 150/- to the General Secretary, Indian Adult Education Association, 17-B, I.P. Estate, New Delhi - 110002 on or before **Feb 20, 2000**.

Fax: No. 3355306.

Email- [iaea@vsnl.com](mailto:iaea@vsnl.com)

## **New Approach to tackle child labour Book by L. Mishra**

Despite Constitutional and legal provisions, nearly 20 lakh children continue to work in match, firework and explosives industries of Sivakasi, the glass and bangle works of Ferozabad, the pottery units of Khurja, the carpet weaving units of Bhadoi and the beedi-rolling units in MP.

Could there be another approach to tackle the huge problem of child labour in the county?

Union Labour Secretary Shri Lakshmidhar Mishra, working on the problem for several years, has in a new book suggested adoption of the National Literacy Mission mode to fight the social evil.

Dr. Mishra has concluded: "Conceptually child labour and educational deprivation for which the actors are not responsible and find themselves in circumstances over which they have no control."

According to him, there was need for a catalytic to initiative to create the environment, mobilise the resource, train the functionaries and design the infrastructural materials to carry out the campaign.

The campaign against child labour could involve a survey of working children, getting their release from the employers and their rehabilitation through education, nutrition, health - checks.

## **New Literacy Initiative Launched**

The Education for All Forum, along with the World Association of Newspapers (WAN) and UNESCO,

recently launched a new worldwide literacy initiative asking young people to answer the question, "What if there were nothing to read?"

"We hope to persuade hundreds of newspapers across the world to co-operate with this project their own columns and through their established links with teachers and schools," said the WAN Director General, Timothy Balding at a UNESCO ceremony.

The Paris-based WAN, which represents 17,000 daily newspapers in 93 countries, will ask newspapers to print the question and encourage children to respond, as well as to pursue the project in schools through their Newspapers in Education programmes.

The EFA Forum, WAN and UNESCO will present the results of the survey at the World Education in Dakar next April. "We hope the survey will give the world community a chance to better understand the importance of literacy in young people's lives," said Svein Osttveit, Executive Secretary of the EFA Forum.

## **New Publications of DAE**

National Literacy mission has Published a series of Books which were presented to Honourable Shri K. R. Narayan, President of India on the International Literacy Day which are useful for every Adult Educator:

1. Madan Singh. Companion to Adult Educators. New Delhi
2. S.Y. Shah. An Encyclopaedia of Indian Adult Education.
3. Nasim Ahmad. Constituent Factors of Learning Environment of Adult Learners.
4. Directorate of Adult Education. Adult Literacy : A Status Report.

## **education to be.....**

*contd from page 1 col 2*

Joshi said it is now accepted all over the world that value education should be incorporated in schoolcurricula, adding UNESCO had even brought out a special paper on the subject.

Earlier the State Education Secretaries conference also suggested greater participation of the non-governmental sector in education to fill the gaps in providing education and meet the needs of unreached areas and under-served population. It was felt that every possible attempt should be made to promote excellence in education and measures to prevent commercialisation of education should be enforced more rigorously to protect students from exploitation by unscrupulous elements.

The process for formulation of district elementary education plans in 148 low female literacy districts may be initiated at the earliest with assistance of National Institute for Educational Planning and Administration (NIEPA).

Recognising that the rapid growth of the population in our metropolitan areas poses a major challenge, the conference urged that the concerned states may strengthen partnership with municipal corporations and NGOs working in this difficult area. It was suggested that NIEPA prepare a booklet giving information about various non-governmental initiatives for education of children in urban slums to facilitate the task of state governments.

## National Literacy Mission revamped

The Union Cabinet has revamped the National Literacy Mission by approving substantially enhanced parameters for each of the schemes of the mission, it endorsed the hugely successful campaign approach and acknowledged the requirement for redoubling efforts to wage a war against illiteracy.

Literacy rates in the country have of late shown remarkable improvement. As per the latest survey conducted by National Sample Survey, literacy rates have jumped by approximately 10 per cent in the last six years between 1991 and 1997, taking literacy level from 52 per cent in 1991 to 62 per cent in 1997.

The Cabinet approved recommendation for an integrated literacy campaign, which will amalgamate all the features of the earlier schemes. District literacy societies (ZSSs) would oversee and run literacy programmes. They would have full freedom to synergise their strengths with those of local youth clubs, Mahila mandals, voluntary agencies, panchayat raj institutions, small-scale industries and co-operative societies.

Annual per learner costs for the total literacy phase has been raised from Rs. 65 to Rs. 90-130. Skill development rural libraries would help in opening of continuing education centres (CECs) in every major village.

The NGOs would now be allowed to receive funds from District literacy committees and run education centres. They would also receive grants for activities relating

to the organisation of the literacy component in various development programmes and for imparting functional and technical education to neo-literates.

Existing state resource centres, which conduct the training of literacy functionaries and preparation of reading materials to be considerably strengthened.

## Govt. plans to set up India Education Fund

MK Kaw

The Government plans to set up an India Education Fund to raise resource to meet the additional financial burden.

Union Secretary, Education, Shri M.K. Kaw said, donation to the fund can be monetary or in the form of adoption of villages and provision of scholarships. This will enable the society at large to participate in the Government's efforts to provide education to all. He was inaugurating a two-day Conference of State Education Secretaries. He said that the Government planned amending the Constitution to make elementary education a Fundamental Right, a Central legislation to provide free and compulsory education to all children up to 14 years of age, steps to increase public investment in education to six per cent of Gross National Product in the next five years, measure to facilitate greater participation of the private sector in education through a more progressive enabling and regulatory framework, among a number of legislative and non-legislative measures for eradication of illiteracy and achieving the goal of universalisation of education.

Some of the other measures in this direction were startling: Sarva

Shiksha Abhyan for curricular and examination reforms, launching of a dedicated education channel on Doordarshan, reserving slots for educational programmes on FM radio, and expansion of the website of the Education Department and establishing website in all National education bodies and autonomous bodies institutions.

Mr Kaw said that for the implementation of these plans, co-operation of the State and Government and Non-Governmental Organisation is essential.

## National Seminar on "Role of Universities and Research Institutions in the Promotion of Research in A.E., Feb 29-Mar 2, 2000

Indian Adult Education Association is organising a national seminar on "Role of Universities and Research Institutions in the promotion of Research in Adult Education" at India International Centre, New Delhi on February 29 to March 2, 2000 in collaboration with the Adult Education Unit of Jawaharlal Nehru University (JNU), New Delhi. The Seminar Director is Dr. SY Shah of JNU. The objectives of the Seminar are:

i) To discuss different types of Researches undertaken by Universities, NGOs and Research Institutions in India during the last ten years;

ii) To identify the thrust areas, methodology and main findings of research studies and their policy implications; and

iii) To recommend suitable strategies for strengthening and promoting research in adult education.

## Dr. Mohan Singh Mehta Research Fellowships

The Indian Adult Education Association invites proposals for two (one in English and other in Hindi) Dr. Mohan Singh Mehta Research Fellowships for 2000.

The fellowships are available to individuals interested in undertaking research in adult, continuing education and population education.

The major objectives are to strengthen the on-going programme and to suggest new priority programmes in adult education.

Some of the suggested topics are:

- Case study of the Literacy Campaign launched in a district;
- Comparative study of the organisation and functioning of State Resource Centres run by voluntary agencies, Universities and State Governments;
- Critical appraisal of the organisation and impact of continuing education/CEC;
- An enquiry into the factors promoting and intervening in retention of neo-literacy among various sections of the society;
- An appraisal of the neo-literate books published in various language with a view to evolve criteria for the preparation of such books;
- An enquiry into the levels of aspirations and achievement among adult learners;
- Motivational factors and expectations of adult education functionaries - A comparative study among students and youths;
- An enquiry into the continuing education needs of neo-literates and drop-outs;

- The role of adult education in reducing poverty.

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

The fellowship amount is Rs. 10,000/- each. It will be released to the institution which will be responsible to administer and manage the funds. The duration is one year.

The detailed proposals should reach the General Secretary, Indian Adult Education Association, 17-B, I.P. Estate, New Delhi - 110002 by March 15, 2000. Fax 011-3355306, Email - [iaea@vsnl.com](mailto:iaea@vsnl.com)

## Govt must act to end AIDS prejudice: Azmi

Rajya Sabha member Shabana Azmi drew a horrific picture of an AIDS epidemic sweeping the country with 3.5 million HIV positive patients and demanded that the government educate and empower the people to tackle this frightening menace effectively.

Making a special mention on the occasion of World AIDS Day, Ms Azmi said she was horrified to still see a prejudiced view of the disease prevailing in the county.

Every day there were media reports of AIDS patients being treated the way lepers used to be treated at one time. Even medical doctors at times refused to treat them. Ms Azmi demanded that legislation be enacted to ensure that denial of medical treatment to AIDS patients would result in severe punishment.

A recent radio play on AIDS was also banned by a magistrate on the ground that it was immoral, she added.

## APAEA Celebrates HRs Day

The Andhra Pradesh Adult Education Association, Warangal celebrated the International Human Rights Day in collaboration with Lions Clubs of Warangal City in Warangal.

Compositions for Degree and Professional college students on the subject "Is protection of human rights possible without universal education?" were organised. A seminar was conducted in afternoon session on the theme of Human Rights and Universal Education Shri T. Venkateshwar Rao, Advocate; Dr. K. Katyayani, Kakatiya University, Warangal; Shri Vallampatla Nageshwar Rao and Shri B. Andaiah, Project Director, N.C.L.P. Warangal were eminent speakers.

The third session was presided over by Ln. Dr. K. Narayan Reddy, President, Lions Club, Warangal; Sri Nerella Venu Madhav, the famous Mimicry Artist and A. Ravinder, Dy. Director of Adult Education, Sri Vidwan T.V. Subba Rao were among the speakers.

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## Message for the New Millennium

"My dear friends all over the world,

We celebrate a special New Year with a momentous number: the Year Two Thousand.

As we move into a new Millennium, many of us have to be thankful for. Most of the world is at peace. Most of us are better educated than our parents or grandparents, and can expect to live longer lives, with greater freedom and a wider range of choices.

A new century brings new hope, but can also bring new dangers - or old ones in a new and alarming form.

Some of us fear seeing our jobs and our ways of life destroyed by economic change. Others fear the spread of bigotry, violence or disease. Others still are more worried that human activities may be ruining the global environment on which our life depends.

No one knows for sure how serious each of these dangers will be. But one thing they have in common: they do not respect state frontiers.

Even the strongest state, acting alone, may be unable to protect its citizens against them.

More than ever before in human history, we share a common destiny. We can master it only if we face it together.

And that, my friends, is why we have the United Nations and through the UN.

We are working together to preserve peace; to outlaw weapons that kill and maim indiscriminately; to bring mass

murderers and war criminals to justice.

We are working together to defeat AIDS and other epidemics; to control climate change; to make clean air and water available to everyone.

We are working together to ensure that the global market benefits all of us, allowing the poor to lift themselves out of poverty.

We are working together to make human rights a reality for everyone- to give all human beings real choices in life, and a real say in decisions that effect their lives.

In all these areas and more, the United Nations is working for you. But it can do little without you. After all, it belongs to you - you, the people of the world. And therefore it can work much better with your help and your ideas.

My friends, the new millennium need not be a time of fear or anxiety. If we work together and have faith in our own abilities, it can be a time of hope and opportunity. It's up to us to make it so.

## Health Minister inaugurates health camp in Nagarjuna University

In view of the VISION 2020, Dept of Adult Continuing Education Extension Work and Field Outreach, Dept of Social Work and Sociology, Students Affairs of Nagarjuna University and Lions Club of Guntur jointly organised a HEALTH CAMP in the University Student's Centre.

Health Minister of the State Dr. S. Aruna inaugurated the camp and advised all students to give equal importance to Health along with Education. Vice Chancellor of the University Prof. C.V. Raghavuly presided over the programme.

## Population policy coercive

Dr. Nafisa Sadik, Executive Director of the United National Population Fund (UNFPA), emphasised that a population policy should enable the people, especially women, to make free and informed reproductive choices in a climate in which their basic health needs were adequately met. She did not approve of attempts to introduce the two-child norm.

## Mohanty Elected Vice-President of WIF

Prof. B. B. Mohanty, Vice-President of IAEA and International Consultant (Education and Communication) has been unanimously elected as a Vice-President of the of the Worldview International Foundation (WIF), (an international media organisation) at its 20th Annual General Meeting at Chiang Mai, Thailand. Prof. Mohanty has been associated with WIF since 1980 as a member, and was elected and enjoys consultative status with UNESCO and UN Economic and Social Council. He also participated in the International Conference on Media for social change organised by WIF at Chiang Mai on 1-2 December, and guided the deliberations through his Working Paper on the conference theme.

"Some people seem to think education is not so important as putting up a factory. I may sacrifice any number of factories, but I will not sacrifice human beings and their education, because it is the human being who set up factories and produces the things we want."

- Jawaharlal Nehru

## World Education Forum Paves way for Future Action

The culmination of the most in-depth assessment of basic education ever undertaken is the World Education Forum to be held in Dakar, 26 to 28 April 2000. After nearly two years of evaluating the Education for All decade, this major conference in the twenty-first century. It is hoped that the results of the World Education Forum will feed into several United Nations development conference scheduled for later in the year 2000.

To be hosted by the Government of Senegal, the conference will review statistical evidence from national and regional reports on educational development since 1990 and formulate educational priorities and strategies to meet the future challenges, including economic, social, demographic and environmental issues.

"The world has changed since the World Conference on Education for All in 1990," comments Svein Ostveit, Executive Secretary of the Education for All Forum, which is coordinating the World Education Forum. He says that, poverty and exclusion are on a rise in both developing and developed countries, and globalization, technological progress and the rapid growth of AIDS are new challenge that economic development of nations.

The World Education Forum will draw its inspiration and momentum from the presence of political leaders, key multilateral agencies and bilateral donors, and representatives of business

corporations and international media. The Secretary-General of the United Nations, Kofi Annan, as well as the heads of the Education for All Forum's five convening agencies (UNDP, UNESCO, UNFPA, UNICEF and the World Bank) are expected to attend the meeting. Altogether, 900 people will be invited to the conference.

## Hepatitis virus deadlier than AIDS

It affect 40 times more people in this country than the AIDS virus. Yet, the funds it attracts is only a fraction of what anti-AIDS campaigns receive.

Over 40 million people in India suffer from Hepatitis B. But few are aware of its grave consequences. Or even its causes. Hepatitis B is the fourth largest killer in the country. Its victims are often in the most productive period needles, sexual intercourse, surgical intervention with improperly sterilised instruments. The Hepatitis B virus is sturdy. It can survive even in adverse conditions. "Since it stable, the virus is far more dangerous than the HIV virus".

Despite a sizeable section of the population being infected, there is scarcely a concerted effort to deal with the problem. "There is a National Aids Control Programme for one million patients, but there is no programme to control a disease that plagues 40 million."

Like AIDS, Hepatitis B too is preventable. Yet, efforts to increase awareness about the disease is scant. "In the Indian context, inordinate amounts of money are

available for AIDS awareness and prevention, but hardly any for Hepatitis".

"Only 0.5% of the medical research funds are spent on Hepatitis".

While many NGO are working in the field of HIV-AIDS prevention, there is no NGO working against the spread of Hepatitis. This is because funding is available for only AIDS programmes".

"There is a need to realise that With new medicines being available, the disease has also become curable vaccination is one of the best methods to protect oneself from the Hepatitis B virus. The World Health Organisation has recommended that all countries immunise new born children against the virus. It is recommended for all age groups but should be made mandatory for infants. "It is highly desirable that Hepatitis B vaccination be made a part of the universal immunisation programme".

Besides Hepatitis B, the spread of Hepatitis C virus too is a cause of concern. "Hepatitis C is more chronic and it can take upto 15-20 years before the disease to take on a serious form"

Both the viruses are also known to cause cancer of the liver. However, this too can be prevented if timely therapy is provided.

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## Failure in education

The pledge made in 1952 to provide free and compulsory education to all children has remained unfulfilled. The much flaunted goal of "education for all" by the year 2000 has also met a similar fate. Now Union Human Resource Development Minister Murlu Manohar Joshi has come up with the proposal to make elementary education a fundamental right as if it was the panacea for all the ills afflicting the education system. It is an old idea, except that it seems to have been more elaborately spelt out by Dr. Joshi. The Janata Government in 1977 first made such a proposal which was resurrected when the V.P. Singh government came to power in 1989. It is ironical that while some of our neighbours like Sri Lanka and Myanmar have achieved near universal literacy, India is still debating the ways and means to achieve this much elusive objective. Does making education a fundamental right guarantee better success in the field of literacy when such other rights as right to equality are enforced more in the breach?

Dr. Joshi's proposal to bring elementary education schemes under the Sarv Siksha Abhiyan may be full of good intent while the proposal to incorporate both formal and non-formal education schemes as part of a national campaign makes sense. Any scheme which ensures that the funds earmarked for education are spent on education alone should be welcomed. The minister has also underlined the need to raise budgetary allocation on education

to 6 per cent of the GNP. A similar proposal was made by the Narasimha Rao government. India is currently spending nearly 4 percent on education. The Kothari Commission had suggested that 6 per cent be spent on education. But the actual amount spent has rarely exceeded 3 per cent. It is imperative to ensure that in times of economic crisis the financial axe does not fall on education. It is also time to reflect where we have gone wrong and how even the modest schemes in this field have failed to yield the desired results.

## Children march for better education

Children marched through the streets of Calcutta in a procession that was unique even in the city of processions.

They demanded among other things, free education rights for all children up to 14 years as a fundamental right through constitutional amendment.

In the historical Shahid Minar - the children, most of whom had come down from far-flung areas of North 24 Parganas district, swarmed the meeting ground.

Emulating the political leaders, the children, who gathered under the banner of Free The Children India (FTCI), shouted slogans, voicing their grievances against the shoddy treatment meted out to education by both the Centre and the State Government.

Later they submitted a 17-point charter of demands to the Governor, asking for steps to guarantee right to education to all the children all over the State.

## Ph.D. Awarded to Balasarvanan

Shri T. Balasarvanan is awarded the Ph.D. Degree in the discipline of Adult Continuing Education and Extension, by the Bharathidasan University on July, 1997. I was the recipient of University Fellowship, UGC's- JRF and SRF for undertaking Ph.D. Research.

He is working as a Research Association in the Campus Diversity Initiative Project (Funded by Ford Foundation, New Delhi). Bharathidasan University, Tvinchirapp.

## Dr. G. Samaram's educates University Youths on AIDS

Dept of ACEEFO of Nagarjuna University observed World AIDS Day. The most popular, well known Medical Practitioner in Andhra Pradesh, writer of more than 100 books on Health and Sex Education and a dedicated Social Worker Dr. G. Samaram shared his experience persons suffering with AIDS.

Dr. Samaram said superstitions, misconceptions and carelessness on the part of the people are the root cause for the spread of AIDS in Andhra Pradesh.

Vice Chancellor of the University Prof. C.V. Raghavulu who was the chief guest, urged the youth to fight against AIDS.

Dr. Syama Thrimurthy, Project Officer introduced the subject and Dr. M. Koteswara Rao, Project Officer presided over the programme.



## DOCUMENTS

competition; and the contradictory tendencies and cultures on the one hand, and localization with a quest for diversity and uniqueness on the other.

Chapter three deals with theoretical analysis and an impartial account of the way the University actually behaves. Beginning with an exploration of the University as a 'professional bureaucracy, and, drawing on the work Baldrige, Mintzberg, Pfeffe and others, the chapter leads us into a consideration of formal and actual behaviour of these organizational forms.

In chapter four attention to the formal and actual behaviour of the University and ask where adult students are found and how they come to be there. Conversely, why are they not found in adjacent departments and faculties? Turning to these adults students, we have

to ask who they are? Their different characteristics will enable us to see whether the University is in fact contributing in any way to policies for social inclusion.

In chapter five attention shifts from the first question of signally opportunity to adults and letting or not letting them through the gates via admissions procedures.

Chapter six builds on this analysis of actors' experiences and perceptions but moves to a more general and a more theoretical level to consider the conditions and strategies for innovation in Universities.

The last chapter is empirical studies and the different ordering and analytical frameworks employed through the main part of the book to reflect upon, and perhaps to make some grounded predictions about, the adult university of the futures.

Bourgeois, Etienne and others. *The Adult University*. Buckingham, The Society for Research into Higher Education and Open University Press (Celtic Court, 22 Ballmoor), 1999, p194

The book is divided into seven chapters. Chapter one and two examines our ideas about the modern University mainly in Anglophone and European settings but recognizes the homogenization and standardization which increasing globalization and international promise or threaten to bring about. It notes the changing pressures and requirements of the contemporary environment, with its rapid transmission of information as well as mobility of people; the intensification of economic



### Education to have nationalist focus : Joshi

The new Education Policy will have a strong nationalist focus with a view to inculcate in the youth the tradition of Indian spiritualism and the history of Indian contribution to world civilisation.

Human Resource Development Minister Dr. Murli Manohar Joshi said this in an address to Delhi University on the occasion of Swami Vivekananda's 137th birth anniversary.

The Union Minister said it was unfortunate that even after 50 years of Independence, most Indians are unaware that advancement in the sciences in ancient India predated that of the West by thousands of years.

He pointed out that most Indians hadn't even heard of the famous mathematician Aryabhatta before a satellite was named after him. The Indian mathematician Aryabhatta discovered the importance of the entity "Zero".

"The whole approach to the study of the sciences can be made much more interesting if presented in the light of Indian contribution,"

Dr. Joshi emphasised.

A policy decision has already been taken to use nationalism as the common thread of subjects of the new curriculum. The National Council for Educational Research and Training (NCERT) is developing this.

NCERT is finalising a discussion paper for circulation in February and March. Based on responses, the Government hopes to present it for adoption in April.

At any rate, a New Education Policy has been long due since 1991.

It was to have been reviewed every five years since originally adopted by the Rajiv Gandhi government in 1986.

Dr. Joshi described Swami Vivekananda as the original secular and socialist philosopher for this assimilation from the pro-poor teachings of all religious faiths.

He said it was unfortunate that the country's youth should be deprived of knowledge about his teaching for so long. ■

### UNESCO Award for Basic Education to Anil Bordia

Eminent Educationist Sh. Anil Bordia was awarded the UNESCO Avicenna gold medal and a scroll for his contributions to basic education. The award was given to him by the Country Director UNESCO in India Prof. Moegiadi at a function organised on 24th January in India International Centre. Sh. Anil Bordia who is former Union Education Secretary and who spearheaded The Lok Jumbish Programme in Rajasthan to strengthen and improve basic education, is the first Indian to get this award. This award has been constituted by UNESCO after the name of eleventh Century Eminent Persian Scholar and Philosopher Scientist Avicenna. Sh. Bordia has had wide ranging national, international and grass root experiences in Planning and implementation of education programmes.

Recalling the extensive work done by Mr. Bordia at all levels of education international, national and grass root, Prof. Moegiadi said that during the last 35 years, Sh. Bordia has done outstanding work in the area of education with zeal and dedication and that his contribution in the preparation of policy for literacy programmes in India is of historical importance. Sh. Maharaj Krishan Kaw, the Education Secretary, Govt. of India said that it was with the efforts of

Sh. Bordia that the national debate on Basic Education started and that it was for the first time that the field level NGOs and Individuals participated in educational programmes in a big way. Sh. Bordia also did valuable work in the areas of women's education, their empowerment and gender equity. Sh. Kaw praised his important contribution in the policy and planning of the education system of the country.

Shri Bordia is a life member of IAEA and has been a member of its executive committee.

IAEA congratulates him on this achievement. ■

### **Rehabilitation council's education programme**

If you are a teacher and willing to work towards helping disabled children, the Rehabilitation Council of India (RCI), a wing of the Ministry of Social Justice and Empowerment, has embarked on a plan to provide in-service specialised training through means of distant education.

Faced with a severe shortage of specialised teachers in the field. Which has rendered the concept of "Education for all" a mere farce, the RCI has launched a scheme that would involve various universities in the project.

The first such pilot project went underway with the signing of a memorandum of understanding between the RCI and Madhya Pradesh Bhoj (open) University. Fully assisted by the Madhya Pradesh Government, the project involves providing specialised training to the serving Government teachers with five years of experience in the disability mode.

RCI Chairman Dr. V. Hari Prasad said the concept of "Education for all" was meaningless

unless the vast majority of disabled children were brought under its ambit.

In the present scheme of things, this underprivileged section of the society has been left out of the plan.

With this in mind, the RCI has launched a new scheme aimed at raising a force of trained persons to teach the challenged.

This year long course, which will be equivalent to a B.Ed degree, will not put any financial burden on the State exchequer and a large force of serving teachers would be available to be trained.

This innovative course would open a new avenue in the education and disability sectors.

RCI will prepare the courses of study and provide all technical support apart from making available services of experts from time to time. ■

### **Directors experiment with new gender roles**

Love, says us psychologist Don Byrne, is an emotional recipe with five constituent parts: sexual attraction, psychological arousal, a need for intimacy, an intense desire to be needed and a continual fear of losing the loved one. Well, love still remains the same as ever, but each generation faces its own challenges. Fast changing gender roles have led to a redefinition of relationships.

This has given writers and filmmakers a lot more scope for creativity. There is no longer a code for them that says nice girls don't do that or nice boys do this....Lasting love is about commitment and making relationships work. That's the same no matter what era you are in, as some of the films seen at International Film Festival reveal.

All About My Mother (Spain): The unthinkable has happened to Pedro Admodover, the enfant terrible of Spanish cinema, and known in festival circuits as the "punk prince" of sex comedy. He has now grown up and become all serious, as this film shows. All about My Mother in an absolute stunner. Starring his longstanding actress, Cecilia Roth as a single mother, who rethinks about her life after her son dies in a car accident.

The film, which won for Pedro Almodovear, the Best Director award at the 1999 Cannes Festival, manages to be both sharply amusing and deeply elegiac. After her son's untimely death, Roth playing the role of Manueela, a Madrid hospital worker, moves to Barcelona to find the boy's wayward father and confront him with the news.

After her arrival, she finds herself at the centre of a hysterical (in both comic and Freudian sense) group of eccentrics.

It is exhilarating to see how skillfully director Almodovar interweaves and integrates the many plot coincidences, contrivances and twists. Doubtless, this is Almodova's best film to date. No wonder the director, who had so far resisted Hollywood's tempting offers, is about to be absorbed into its mainstream.

Post Mortem (Canada): A very unconventional film about unconventional love. Sophie Moreau is an indulgent mother by day and a ruthless mugger by night. Gabriel Arcand works at the local morgue. Their lives intertwine in strangely unexpected ways. Director Louis Belanger has

*contd on p3 col 3....*

## Higher Education and Society

The Human Resource Development Minister, Dr. Murli Manohar Joshi, rapped the teaching community for taking to the street, and suggested that they instead build a movement to pressurise the government to increase allocation on education from the proposed 6 to 10 per cent of the Gross Domestic Product.

The minister was speaking at a 2 day national seminar organised by the Federation of Central Universities Teachers' Association on, "The Role of Higher Education in Society."

Dr. Joshi said the private sector must be tapped to generate additional funds for higher education in the country.

"There should be some synergy between universities and the industry," he said, while stressing there was an enormous gap between the available resources and the demands of higher education. But this does not mean, he added, that education would be handed over to the market forces.

He said the entry of the private sector would not harm the system since a major part of the expenses are being paid for by them. The aim of higher education should be nation building and teachers should concentrate on quality education.

Allocation for education is like an investment and market should be such that students do not have to rush out of the country as soon as they acquired a degree.

"We should think in terms of mind to supermind and market to supermarkets," the minister said.

He said universities, as also the UGC, should maintain a strict financial discipline and cut administrative costs to the minimum.

"There is also a very strong case for raising fees," he said, adding that he also felt the need to levy a "cess" solely for education.

The government was looking into a regulatory framework to curb the entry of dubious foreign universities into the country, he added.

Speaking on accountability of the teaching community, the minister said, universities should be centres of excellence where the teachers should get together to bring about all round development.

"The quality of teaching has to improve, with regular classes and tutorials....I do not think the day when students will evaluate teachers is far away," he said.

Union Education Secretary Mr. MK KAW said "all universities in the country will have to get assessed and ranked by December 31, 2000, and all colleges by December 31, 2003."

The National Assessment and Accrediation Council will grade the institutions on a five-point scale on the basis of teaching, research and infrastructure, among other parameters. The grading ranges from "outstanding" to "disqualified".

"We are opposed to this scheme because the UGC document on NAAC states government funding will depend on the evaluation and the rank awarded to an institution," said Delhi University Teachers' Association president Dr. S S Rathi.

Added another teacher, Dr. Vijender Sharma, "First the government doesn't give adequate funds to maintain institutions properly and then ranks them....it will lead to closure of many institutions."

The teachers, however, seemed satisfied by the education secretary's announcement that there was no shortage of funds for higher education, with the government releasing Rs. 975 crore to UGC for 1999-2000. "We welcome the government statement that there will no crisis of funds," said FEDCUTA president Prof. Kapil Kumar.

Mr. Kaw said all political parties should reach a consensus that six per cent of the gross domestic product should be allocated to education. At the same time, he said universities should meet 25 per cent of their requirements through generation of resources on their own.

If the IITs and IIMs can do it, why cannot universities? "Generate resources through fees, alumni contribution and corporate contributions among other things," said Mr. Kaw. ■

*contd from p2 col 3....*

crafted his film with a denouncement that has a few surprises, some pleasant some unpleasant.

The Five Senses: The central conceit of this Canadian film directed by Keremy Poodeswa is based around the five senses as a unifying principle. The characters are all locking for intimacy, whether it's parental love or romantic love, and each of them has some connection to one of the five seasons. There is a kind of Greenway quality to the film. The film won the best Canadian picture prize at last year's Toronto film Festival. ■

## Teenage counselling

Around 20 per cent of the country's adolescent population require psychological help at any given time. But most of them do not have access to doctors and specialist.

Recognising the acute need to provide counselling to students in their formative years, teachers and psychiatrists came together to discuss how best adolescents could be provided this help.

The aim was to come up with solutions to provide better psychological help to adolescents.

These days most teenagers do not get a support system either from friends or family. They suffer from low self-esteem and find it difficult to communicate with their parents. To top it all, teachers, too, put a lot of pressure on students.

Dr Savita Malhotra from PGI, Chandigarh said adolescents these days have a pyramid of needs. At the base of this pyramid, each student needs psychological empowerment and skills to manage life better.

At the second rung of this pyramid are people who are vulnerable and have run into problems. For instance, divorced parents, alcoholic fathers, sexual abuse and psychiatrists disorders, are some of the situations which are bound to turn an adolescent vulnerable.

And last came people who require specialised help. These people may have developed disorder like depression or anxiety and need to consult a psychiatrist.

Malhotra said people who first two levels of the pyramid can be dealt by sensitive teachers with adequate training in counselling.

The last level, she said, would require psychiatrists either provided by the school or the family.

She said teachers and counsellors in schools need to be trained to recognise students who may require specialised treatment.

While attention was now being paid to the mental health problems of grown-ups, nobody was talking about the mental problems of children. He too, like other speakers, agreed that there was a requirement to address the needs of adolescents. ■

## Centre for Academic Partnership

The Anna University is reported to have decided to establish a "centre for academic partnership" that can make available the university's expertise and facilities to other institutions in the State.

University Syndicate ratified the decision to launch the Centre as an innovative programme to "assist the sister institutions in fostering greater technological transfer".

The Centre will seek to take up collaboration research programmes and make available international experts, national scholars, professors and scientists from other organisations to the institutions.

It will also help the institutions in introducing new elective courses and designing laboratories. ■

## Rajasthan population policy

The new population policy announced by Chief Minister of Rajasthan Ashok Gehlot, lays emphasis on overhauling of the support system to women and children. It also talks about the reduction of the infant mortality rate, prevention of child marriage

and integrated administrative mechanism to minimise the chances of the population explosion in Rajasthan in the years to come.

The population policy has been formulated after intensive and wide ranging discussions with different expert groups and NGOs.

The new policy seeks to improve the pre-natal services besides undertaking the overhauling of the support systems for children and women. Women and children, as per the experts have direct bearing on the reproductive behaviour. Policy envisages that the immunisation of children should be raised to 91 per cent within the span of seven years in the State. Small family norm should be adopted to control the growth of the population, says the policy, adding that the government must generate the employment opportunities, promote the economic development and provide better medical facilities to the people. Illiteracy and backwardness contributes a lot in the growth of population hence the Government should ensure the opening of the educational institutions in all villages especially in tribal areas in Rajasthan. The new policy says that the NGOs should be involved in the removal of the stigma of illiteracy, which will have positive impact on the psyche of the villagers vis a vis small family norm. Women cooperative societies must act as motivators to persuade the illiterate women not to kill themselves.

Rajasthan has also introduced the amendment in the Panchayati Raj Act 1994 which debar the candidates from contesting elections of they have more than two children. ■

## **HRD ministry asked to revive educational cess proposal**

With the budget exercise currently underway, various ministries are lobbying for increased allocations. The human resource development (HRD) ministry is no exception.

It has reiterated that the education budget be pegged at six per cent of the GDP.

Finding itself under considerable strain, given the competing claims from the different ministries, the finance ministry is learnt to have asked the HRD ministry to revive its old proposal of levying an educational cess to raise resources for educational programmes.

The money thus collected, it is being suggested, can be kept in a pool so that it does not lapse and can be carried over to the next financial year.

The proposal for an educational cess was mooted during P.V. Narasimha Rao's regime but was never really accepted. The present HRD minister Murli Manohar Joshi, too, was struck with this proposal during his first stint in this ministry but the move failed to take off. HRD ministry sources said the finance ministry had asked them to take another look at the proposal. Education department officials are presently working out the modalities of how exactly this proposal can be put into operation. Punjab is invariably cited an example in this connection where cess imposed on the sale of liquor is used to supplement the education budget. The HRD minister is credited with the view that an educational cess be levied on luxury goods for the

same reason.

The suggestion of introducing an education cess invariably crops up when the HRD ministry seeks increased resources for education. Earlier, the additional money was sought for higher education since its budgetary allocations have been steadily decreasing. Currently, however, the priority is elementary education and additional funds are being sought for this sector, particularly since the government has decided to make elementary education a fundamental right. This will mean that the government will necessarily have to invest more heavily in this sector to provide the necessary educational facilities.

The HRD ministry, it is learnt, has told the finance ministry that a total of 1,80,000 new schools will be required to provide education to all in the country. ■

## **NGOs' to be rated**

Corporation houses are being continuously rated for various aspects of their performance. The process of accrediting universities has also been undertaken. And now, it is the turn of the voluntary sector to be subjected to a similar exercise.

To begin with, 2000 non-governmental organisations (NGOs) are to be rated on the basis of their financial performance and the qualitative impact of their work. The grading of these organisations is expected to provide a barometer for donors who distribute funds and also help to establish the credibility of a voluntary body. Such an exercise, it is felt, will also help isolate the unaccountable organizations and improve the image of the voluntary sector on the

whole.

Funded by the Central government and executed by Charities Aid Foundation (CAF), Delhi-based voluntary organisation, the process of rating the NGOs has already begun and CAF is expected to come out with its first list by the year-end. According to Mathew Cherian, director of CAF, the 2,000 NGOs have been selected from its data base of 25,000 organisations. The evaluation will be based on a thorough analysis of the financial statements of these organisations and will look at various aspects like ratio of expenditure on salaries and travel to total expenditure, the NGO's assets, its cash transactions, the quantum of funds raised through indigenous sources and whether the statement of expenditure is circulated to the beneficiaries.

Cherian admits that the ratings will be based largely on the efficient use of finances. "If the organisation does not get its accounts audited, it will immediately be put in the fail category." However, in addition to financial items, other factors like the organization's programme profile and the reports of its external evaluators and the opinion of its funding agencies will also be taken into account. The NGOs are to be graded as A plus and A minus (excellent and good), B plus and B minus (average and poor) and F (fail). Although only 2,000 NGOs are to be rated first, Cherian says India perhaps has the largest number of voluntary organisations with the estimates ranging from 30,000 to a million. Over the years, as availability of foreign and government funds increased, many fake and self-seeking organisations emerged. ■

## Janma Bhoomi Programme

The Department of ACEEFO of Nagarjuna has participated in the JANMA BHOOMI PROGRAMME undertaken by the State Government of Andhra Pradesh from 3rd January to 13th January 2000.

The main object of the programme is to bring the Administration to the village level and solve the problems at the Local Level and to create awareness among rural people.

Dr. M. Koteswara Rao, project officer appointed as Mandal resource person of VEMUR in Guntur district of Andhra Pradesh. The Govt. of Andhra Pradesh conducted a survey of all the 1104 Mandals in the State. The main items of the survey include, the House holds Population, Male and Female, Religion, Caste, O.C., S.C., S.T., B.C., level of literacy, health, Family planning, and other facilities provided to the villagers. The survey includes Microplan, Vision plan functioning of Dwakra groups of the villages located in the Mandal. The survey conducted with Mandal development Officer, Mandal Revenue Officer and Nodal Officer and other department officials. The college lecturers worked as Grama Panchayat resource person and conducted village level survey with college students. Vemur Mandals consists of 17 Grama Panchyats. 17 Grama Resource persons and 77 college students surveyed the village. Grama Sabha was presided by all the surpanch of the village. Dr. M. Koteswara Rao enlightened the villagers on awareness of small family norms, women education prevention of AIDS and the danger of pollution and the steps to control pollution in the environment. ■

## Workshops on Environment Education

Centre for Environmental Education (CEE) North-East organised two workshops at NEIBM, Guwahati. The first workshop on "Regional review, planning and orientation" was attended by 23 NGOs and teacher representatives from the States of Arunachal Pradesh, Assam, Manipur, Mizoram, Nagaland and Tripura.

The workshop was organised under CEE's nationwide National Environmental Education Programme in Schools (NEEPS). It also dealt with development of local specific education material for sensitizing the young minds towards conserving and improving environment.

The workshop was to review the activities of the clusters and share experiences to strengthen each others efforts and network. It was to plant out various EE programmes and activities for the coming year and to give an orientation to the cluster NGOs. The other objective was to brief the participation of school education (EOSE)" of the Union Ministry of Human Resource Development (MHRD).

EE as a self-help tool, should promote concern, caring and commitment amongst children and youth and lead to an informed discussion. It should be more outside the syllabus, class room and schools. EE is not a new discipline but a new dimension to entire education and has to be infused in all the subjects.

The next workshop was "a guide to green material". The participants apart from those who attended the first workshop included

NGO representatives from Central Young Mizo Association Mizoram, Comprehensive Rural Development Services, Nagaland, Backward and Rural Welfare Society, United NGO Mission, Manipur Association for Promotion of Science and Society, Research, Implementation and development Society, Socio-Economic Industrial and Cultural Organisation from Manipur, Environment Society of Nagaland, early Birds, Gharao, Society for Environment Education and Resources Abhayapuri and Tamulpur Anchalik Gramdan Sangha from Assam, Dishri from Tripura, WWF-I and Tanyi Jagriti Foundation from Arunchal Pradesh.

In a country as vast and diverse as India, it is important that groups in various parts of the country develop material which is suited to the variety of environmental and educational situations that exist. Keeping this in view, this workshop was organised to build up capacities of the NGOs, educational institutions and others in developing EE materials. The need for developing EE material specially in local language was stressed. ■

## IGNOU Plans New Courses

The Indira Gandhi National Open University (IGNOU) through its School of Social Sciences would launch three different courses - Bachelor's Degree Programme in Business Economics, Certificate Course in Women's Empowerment and Development, and a Certificate course in Labour and Development - from the next academic year.

The course material of the Advanced Diploma in Tourism Studies and Certificate in Environmental Studies will now be available in Hindi as well as in English. ■

## Schools tie up with big name NGOs

Be it a drive to eradicate polio, a protest against gender biases or the recent banplastic and anti-crackers campaign, Delhi's school children have been leading from the front. Now, there is better news. To ensure that children are guided and such schools are tying up with various non-governmental organisations (NGOs).

"This would be reinstating the school's commitment towards value-based education and in a more organised manner," said Suraj Prakash, Principal, CRPF Public School. He says that though the school curriculum does not incorporate any community projects, various schools have been doing social work at their individual levels.

"This project would give us a more professional approach as volunteers from NGOs will come and brief the children. They will be able to tell them how to direct their focus to what is really required in a particular area where they have already done detailed research."

The NGOs including Prayas (enile home), Prabha (preserving heritage and environment), Child Relief and You (CRY), Voice (consumer awareness), Sankalp (environment), India Education Society, Mobile Creches, Citizenship Development Society, AIDS Society (health) and Hriday (a health project in collaboration with AIIMS) have been roped in by schools for the beginning, to list a few.

"The schools have been working towards this goal in the past," said Jyoti Bose, Principal,

Springdales, Dhaula Kuan. She gives the instance of projects done with the World Wildlife Fund and Development Alternatives. "But now," she adds, "we are beginning to get right into the spirit."

The Principal said these projects would not only help cover gaps between the real world and the academic world, but also ensure that a child gets to contribute something to society and retains an interest for doing so throughout life.

Agreed G.S. Negi, Principal of Bhartiya Vidya Bhawan and chairperson which hit upon the idea for the project. "Unlike olden times, when it was mandatory to return something back to society, present-day institutions are restricted to making money and imparting education in a very technical sense. Such a project would fill up that void," he said. Since schools are the most disciplined institutions now, he reasons, they are getting more moral and social responsibility.

"Unlike instances where a project is initiated by these organisations, in this case it is we who are more clear about the concept and the organisations still need a little more convincing," said Bose. Added Negi, "It is like this, we tell them that they (NGOs) have the ideas and trained manpower, we (the schools) have the infrastructure and volunteers and therefore both could constructively use what we have and develop it further."

The list of schools initiating the project include, Springdales (Pusa Road), Bhartiya Vidya Bhawan, Presentation Convent, CRPF Public School, St Columba's, Modern School (R.K. Puram) and Laxman Public School. ■

## All India Adult Education Conference

The Indian Adult Education Association in Collaboration with Literacy House, Lucknow will be organising its 49th All India Adult Education Conference in Lucknow on **March 11-13, 2000**.

The theme is "Agenda for the Millennium."

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

The contact person in Lucknow is Dr. Madan Singh, Director, SRC, Literacy House, P.O. Manas Nagar, Kanpur Road, Lucknow 226023. (Telephone and Fax 0522-470307 Res. 470263).

Those desirous of attending the Conference should send Registration fee of Rs.150/- to the General Secretary, Indian Adult Education Association, 17-B, I.P. Estate, New Delhi - 110002.

Fax: No. 3355306.

E-mail : [iaea@vsnl.com](mailto:iaea@vsnl.com)

### New Publications

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by SY Shah  
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**Literacy - Positive Indicators**  
Compiled and Edited by  
Kamala Rana  
Rs.75

**Turning Experiences into Learning**  
- Cases in Adult Education  
by Rajni R Shirur & C. Villi  
Rs.60

available at :

**INDIAN ADULT EDUCATION  
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17-B, IP Estate, New Delhi - 110 002



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Bhuyan, Bandana. **Child Development in Tribal Area**. New Delhi, Anmol Publications Pvt. Ltd. (4374/4B, Ansari Road, Daryaganj), 1999, p 173, Rs 220.

The book is divided into nine Chapters. The first chapter gives a general overview of the subject. The second chapter gives an ethnographic profile of the studies tribes. In the third chapter an attempt is made to describe the setting or the background of the villages visited for the study as well as the families included in the sample. The fourth chapter deals with the data on care of mothers in term of food,

rest, health care in the prenatal, natal and postnatal stages. The fifth chapter is about care of the new born. Various aspects of feeding practices for children such as duration of breastfeeding, introduction of semisolids, types of food supplement, pattern of feeding, preparation of food, food taboos for children as well as nutritional status of children are narrated in chapter six. The seventh chapter focuses on understanding the child rearing practices in respect of health care. The eighth chapter deals with the childhood mortality, morbidity and developmental status of children in relation to their motor and cognitive abilities. The last chapter discusses all the major findings once again and makes some recommendations.

Harashwaradhana. **Growth and Development of Mentally Retarded**. Delhi, JDS Book Company (632/C, Sri Nagar Colony St. No. 2), 1999, p 178, Rs 450.

The book is divided into five part. The first part of this book, describes the introduction of mental retardation alongwith the objectives of the present study.

The second part provides the brief descriptions of the experimental model with body measurements and their techniques.

The third and fourth part presented the observations and their interpretation, besides the differences and variation between normal and mentally retarded males. The last part summarized the significant observations and results alongwith the conclusion drawn from this work.

## Literacy Rate goes up in Northern India

49th All India Adult Education Conference organised by the Indian Adult Education Association in collaboration with Literacy House, Lucknow was inaugurated by Shri R Ramani, IAS, Principal Secretary, Education, Govt. of UP on March 11, 2000 at Literacy House, Lucknow.

Shri R Ramani in his inaugural address said that the literacy rate has gone up in UP, in all 83 districts of UP, Total Literacy Campaign (TLC) was undertaken and 58 districts have achieved the norms. The literacy rate which was 41.6% in 1991 has gone upto 56% in 1997 and is estimated to go upto 70% by 2001. The literacy rate has gone up throughout the country but it has done very well in Northern India where the illiteracy rate was very high.

Hon'ble Justice BL Loomba, Chairman, Literacy House and also of the Reception Committee of the Conference welcomed the guests and more than 260 delegates from different parts of the country, Press, local guests and others.

Shri KC Choudhary gave an account of the activities of the Indian Adult Education Association and

described the objects of the conference.

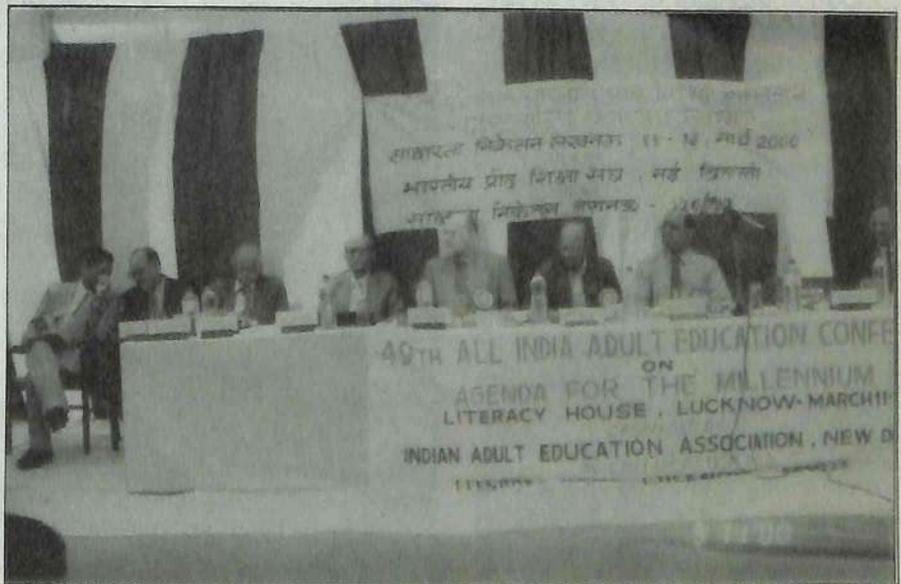
At this juncture three prestigious awards were presented to the eminent educationists in recognition of their commitment and dedicated services in the field of adult education.

The Diamond Jubilee award was presented to Prof. James A Draper for his significant and substantial contribution to the Adult

Education programme in Indian Universities.

The Nehru Literacy Award 1998 was presented to Padmashri Dr. DP Patnaik for his contribution in producing primers and course material in 85 different languages/dialects.

The Tagore Literacy Award was received by Ms Rajshri Biswas on behalf of veteran writer Padmashri Ms Mahashweta Devi for her life time services and outstanding contribution in imparting literacy among tribal women.



Sitting from left are Dr.Madan Singh, Shri KC Choudhary, Dr. DP Patnaik, Sadhu Charan Singh, Dr. James A Draper, Prof. BS Garg, Shri R Ramani and Shri IC

Prof. KS Pillai cited the contribution of Prof. James A Draper. The citation for Dr. DP Patnaik was read by Prof. BB Mohanty and by Mrs. Kamala Rana for Ms Mahashweta Devi.

A shawl, srfial, citation, plaque and a cheque for Rs. 11,000/- was presented by Shri R Ramani to each awardee.

Prof. Draper in his acceptance speech narrated some memories connected with his work and presented a Painting to Prof. BS Garg, President, IAEA.

Dr. DP Patnaik acknowledged the award and gave an account of the esteemed services rendered by him.

Ms Rajsri Biswas thanked the IAEA for the award and said that Ms Mahasweta Devi could not come personally to receive the award due to her illness.

In his presidential address, Prof. BS Garg said the 'Education is Fundamental Right' of every citizen. The education is axis of allround development of human being. Poverty, illiteracy, terrorism, social inequalities, socio-economic problems are the challenges of 21st century which we have to meet. The Adult Education has a vital role to play. The Programmes should be conducted on mass level with social emphasis on rural and slum areas, women, economically backward sections of the society. The National Literacy Mission, Universities, SRCs, SVPs and a large numbner of NGOs are working in this area with great zeal and the progress made so far is significant. We will achieve total literacy through Post-Literacy Programmes and

Continuing Education.

Shri BL Parakh, Vice-President, IAEA proposed a vote of thanks.

#### Plenary Session

Prof. BB Mohanty, Vice-President, IAEA presented the Working Paper on the theme of the conference "Agenda for the New Millennium". The other papers on the theme were circulated by Prof. BS Garg, President, IAEA and Chancellor, Rajasthan Vidyapeeth, Udaipur.

In general discussions participants expressed their views and divided into five groups for group discussions on different topics raised in the working paper.

The groups discussed the following topics:

#### **Group I**

Voters' Education and Female Literacy

Chairman - Shri BL Parakh  
Rapporteur - Shri Purushottam Sharma

#### **Group II**

Education of Migrant Labourers & Education in Family Planning and Welfare

Chairman - Dr. Dharam Vir  
Rapporteur - Dr. Ashok Sharma

#### **Group III**

Training of Adult Education Functionaries of NGOs and Media for Promotion of Adult Education

Chairman - Smt. Indira Purohit  
Rapporteur - Dr. Shankar Lal Sharma

#### **Group IV**

Teaching-Learning Materials  
Chairman - Dr. Yashwant Singh Rana

Rapporteur - Ms Nishat Farooq

#### **Group V**

Adult Education Research and Advocacy for Adult Education

Chairman - Dr. KS Pillai  
Rapporteur - Dhananjaya Lokhande



*A section of audience at the Conference*

After group discussions group reports were presented in the Plenary Session and recommendations were prepared.

#### Thematic Workshops :

During the conference 12 concurrent workshops on the following thrust areas were organised in three sessions:

1. Environment issues and Workers Education  
*Shri KC Choudhary*  
*Shri AL Bhargava*
2. Leadership Development and Capacity Building  
*Shri Kishan Pant*
3. New Information Technology for Literacy  
*Prof. BB Mohanty*  
*Smt. Kamala Rana*
4. Adult Education for Tomorrow : Basic Education  
*Prof. BL Parakh*  
*Shri SL Sharma*
5. Innovations in Literacy  
*Shri GP Jain*  
*Shri SS Nandwana*
6. Education for Women Empowerment  
*Smt. Kamala Rana*  
*Ms Manju Lohumi*
7. Literacy, Skill Development and Vocational Education  
*Ms Nishat Farooq*  
*Mrs. Kamala Choudhary*
8. Universities and Future of Adult Education  
*Dr. KS Pillai*  
*Prof. B Niranjana Reddy*
9. Integrating Health & Population Education  
*Dr. KM Bhatnagar*  
*Shri Anil Jain*

10. Human Rights and Legal Literacy  
*Shri RN Mahlawat*
11. Adult Learning for the Aged  
*Shri BN Kamble*  
*Shri Sudhir Chatterjee*
12. Basic Learning Competencies among Youth and Young Adults  
*Dr. Madan Singh*

#### Zakir Husain Memorial Lecture

Zakir Husain Memorial Lecture was delivered by Prof. NK Ambashat, Chairman, National Open School and veteran educationist. The theme of the Lecture was "Adult Education : The Future Vision in the New Millennium".

#### Valedictory

The Conference concluded in the afternoon of 13th March, 2000. The Chief Guest was Justice BL Loomba. Prof. BS Garg, President, IAEA presided over the function.

The Conference adopted "Lucknow Declaration" based on the recommendations and views of the conference.

Dr. KS Pillai and Shri VS Mathur, Past President, IAEA presented the Report and Recommendations.

Shri KC Choudhary, General Secretary, IAEA proposed a vote of thanks on behalf of IAEA and express its sense of deep gratitude for the excellent cooperation extended by the Literacy House Family, delegates, the dignitaries and National Literacy Mission.

Dr. Madan Singh, Chairman, UP Branch of IAEA also thanked the organisers and participants.

### Course on Research Methodology and Recent Developments in AE

IAEA proposes to organize a seven days course on the above theme in collaboration with Group of Adult Education of Jawaharlal Nehru University during the first week of July, 2000.

The course will cover selected topics on life long learning, participatory methodology, REFLECT Approach, use of computers, relevant website on literacy, recent policy changes in Indian Adult Education, brief details of training Preraks for continuing education centres, writing for neoliterates etc.

The course will be conducted with the help of key resource persons drawn from JNU, Delhi University, IGNOU, NIEPA, SRC Jamia, NCAER etc. The participants will receive a set of reading materials and latest literature from NLM.

The intake of the course will be limited to 20 (10 males and 10 females) free boarding and lodging will be provided by IAEA. The participants will bear the traveling cost and will have to pay registration fee of Rs. 1000/- (One thousand only) by Demand Draft in favour of IAEA payable at New Delhi.

The interested participants should write to General Secretary, IAEA with the draft latest by **30 April, 2000**.

## National Seminar on the Role of Universities and Research Institutions in the Promotion of Research in Adult Education

A National Seminar on the "Role of Universities and Research Institutions in the Promotion of Research in Adult Education" was organized as a part of the Diamond Jubilee celebrations of Indian Adult Education Association. IAEA has been promoting networking and taking up most of the programme in collaboration with different organizations, the Seminar was also planned as a joint activity of IAEA and the Group of Adult Education of Jawaharlal Nehru University. The main purpose of the Seminar was to review research and evaluation studies in the field of Adult Education undertaken during the last decade.

The Seminar was attended by 45 participants from different parts of the country representing universities, NGOs and SRCs. Representatives of eleven states viz; Kerala, Andhra Pradesh, Madhya Pradesh, Gujarat, Rajasthan, Bihar, Uttar Pradesh, Punjab, Delhi, Jammu and Kashmir and Orissa participated in the Seminar.

The Opening Session began with the Welcome Address by the President of Indian Adult Education

Association-Prof. B.S. Garg who gave a lucid exposition on the status of adult education research in India. He hoped that the Seminar would provide an opportunity to the participants to review the researches done in adult education during the last ten years and recommend suitable strategies for promoting it.

The Seminar was inaugurated by Prof. C.J. Daswani,



*Prof. C.J. Daswani, Consultant, UNESCO inaugurating the Seminar*

Consultant, UNESCO India Office, New Delhi who spoke in detail on the status of the University Departments of Adult Education and their role in the promotion of research. He felt that the task of extension should not be confined to the Departments of Adult Education but become an integral part of all the Departments of Universities.

Unless the University Departments of Adult Education strive to develop the discipline of adult education through innovative courses, basic researches and policy studies, they cannot succeed in achieving an equal status with other academic departments of universities.

Prof. S.Y. Shah, Seminar Director, presented the background paper on the "Promotion of Adult Education Research in India : Prospects and Issues", in which, he briefly focused on the various researches undertaken by the Universities, NGOs and State Resource Centres in India during

the last fifty years. He observed that of the 700 researches and evaluation studies undertaken since 1950's in the field of Indian Adult Education; as many as 379 (more than fifty percent) have been attempted during the last decade which bears testimony to the tremendous expansion of

research and evaluation studies in India. Although Indian Adult Education Association and National Institute of Adult Education has made an attempt during early 1990's have not been reviewed.

Ms. Ira Joshi, Director, National Literacy Mission who represented the Director General,

NLM gave a brief presentation on the current policy and programmes of Continuing Education in India.

Subsequently, Shri K.C. Choudhary, Secretary of Indian Adult Education Association gave the vote of thanks. Shri Choudhary greatly appreciated the cooperation extended by the NLM and Group of Adult Education of Jawaharlal Nehru University and Seminar Director Shri S.Y. Shah in the planning and organization of the national seminar.

During the subsequent five sessions, there were fourteen state level presentations on the status of adult education research in different parts of India. Apart from the background paper by Dr. S.Y. Shah; eleven research papers were also presented by the participants, viz; Dr. V. Reghu, Dr. P.A. Reddy, Dr. S. Kumar, Shri V.S. Rao, Dr. Rajesh, Shri A.H. Khan, Shri Vivek Nagpal, Prof. Kalpana R. Paralikar, Dr. Arun Misra, Dr. Navleen Kaur, Prof. Nanubhai Joshi and Ansuya Seth, Shri S.D. Bareth; Dr. Kalika Yadav, Shri Prem Chand and Dr. D. K. Verma.

One of the highlights of the National Seminar was the special lecture delivered by an eminent educationist Prof. C.L. Kundu on the "Future Vision of Adult Education Research in India". In his lecture, Prof. Kundu gave a detailed account of adult education research in India and emphasised the need for focusing on environmental concerns, effective use of leisure, re-education and training of adults, vocational and social pedagogy of adults, topologies, quality of life, female literacy, taxonomy of adult education activities, mass media and motivation.

The key resource persons, viz; Prof. N.K. Ambasht, Chairman, National Open School; Dr. Anita Dighe, Director, Centre for Extension, IGNOU; Dr. Sujatha, Head, International Education Unit, NIEPA; Dr. Mridula Seth, Advisor, UNFPA; Shri Mahlawat, Prof. B.S. Garg, who chaired different sessions made valuable interventions on various aspect of adult education research and evaluations.

The Seminar provided an opportunity to the participants for an indepth discussion on selected themes in three groups, viz; Group I Population Education; Group II- Methods, materials and media and Group III-Evaluation. While Dr. K.M. Bhatnagar, Dr. B.B. Mohanty and Prof. K.S. Pillai respectively were the resource persons for the three groups; reporters were Dr. Rajesh, Shri Prem Chand and Dr. Reghu. Each group identified several thrust areas for conducting researches and made a number of general recommendations for the promotion or research in adult education.

#### **Main Recommendations**

A Systematic Statewise study on the status of adult education research needs to be undertaken:

A comprehensive research proposal needs to be developed by IAEA along with budgetary requirements and identification of state level coordinators:

A National level documentation and clearing house on adult education research needs to be set up at IAEA. With a view to procuring all the researches and evaluation studies completed and in progress and disseminating the main findings

through the IAEA newsletter;

Regular Biannual Conference on research needs to be organized for presentation, discussion and dissemination of researches among policy makers, administrators and academicians.

Regular capacity building programme for adult educators interested in research need to be organized through short-term research methodology course;

A national task force on research may be constituted;

A national network of researchers in adult education may be developed.

Prizes and awards for excellent researches done in adult education may be instituted.

Indian Journal of Adult Education should devote more space for the publication of research abstracts; and

An academicians of proven competence in research may be appointed by IAEA to coordinate all its research activities.

The reports of the three groups and recommendations were presented in the concluding session Chaired by Prof. B.S. Garg, President of IAEA. Commenting on the group reports and recommendations, the President stated that IAEA would examine them and work out implementation strategies with a view to strengthening and promoting research in adult education. The Seminar was concluded with an extensive vote of thanks by Shri K.C. Choudhary, the Secretary IAEA. ■

## Observance of "The day of Six Billion"

On the Occasion of "The Day of Six Billion" a Seminar was organised in the Conference Hall of the Directorate of Teachers Education & SCERT, Orissa. The programme was jointly organised by Population and Development Education Cell of SRC, TE & SCERT, Population Education Resource Centre, Utkal University and Orissa Voluntary Health Association (OVHA).

Prof. S.L. Jena, Director, TE & SCERT presided over the inaugural session. Sri Niranjana Pattnaik Hon'ble Minister for Health and Family Welfare, Orissa was the Chief Guest and Dr. Bimalendu Mohanty, Vice-Chancellor, Utkal University of Culture was the Chief Speaker on the occasion. Among others Dr. D.N. Jena, Director, PERC, Utkal University, Sri Parikshit Pattnaik, President, OVHA, Sri Ajay Tripathy, Executive Director, OVHA, Dr. B.K. Shee, Consultant, RCH programme, Dr. D. Brahma, Project Co-Ordinator, TE & SCERT and Prof. P.C. Mohapatra, Miss K. Naik, Sri Mitrabhanu Pradhan from the SRC participated in the discussion.

The Hon'ble Minister in his inaugural speech stressed on quality of life improvement programmes. He requested all to bring qualitative improvement in both educational and health programmes at the grass root level.

Chief speaker stressed on Reproductive health education. He told that in order to check the population the young mass and

women between the age group of 14-24 in the world who are mostly in the schools, colleges, universities, and other educational institutions doing their study should be our immediate target group. Because in the next few years they will be the eligible couple who would decide the size of their family and their sexual behavior.

Prof. Jena in his presidential address urged for co-ordinated effort in all sectors for change in the sexual behavior of our young people, health facilities in the villages and awareness among Adolescent boys and girls regarding the hazards of population growth. ■

## Six Decades of Indian Adult Education : Role of NGOs and Individual adult educations in different States/UT's.

As a part of Diamond Jubilee celebrations, Indian Adult Education Association proposes to organize a National Seminar on the above theme in collaboration with Group of Adult Education Jawaharlal Nehru University.

A number of NGOs and several educators, in their capacity as individuals have played a key role in the development of adult education during the last century. They have not only set up organizations, designed literacy primers, organized developmental activities but also served in several committees and commissions and provided valuable inputs. We don't have enough information about the contributions made by individuals and NGOs in different states and

UTs. IAEA invites paper covering the details of activities undertaken by NGOs and individuals in their respective States/UTs in a historical perspectives. The papers should be based on personal experiences, published and unpublished documents and personal interviews with the full details and address of eminent people worked for the development of adult education in each state during the past may also collected so that IAEA could bring out a "WHO is WHO" in Adult Education in different States/UTs. A brief description of educational qualification experiences and areas of work and publications may also be provided.

The papers should be of 10-15 pages double spaced and typed with details of sources consulted, viz. published and unpublished letters, reports, interviews etc. A token honorarium of Rs. 1000 (One thousand only) will be paid to selected papers from each state/UTs. The author will be invited to present the paper at the Diamond Jubilee seminars scheduled to be held in New Delhi during Dec., 2000 for which IAEA will reimburse TA upto 2 Tier AC and provide local boarding and lodging.

The interested persons may convey their willingness to write a paper at the first instance and subsequently submit the paper by 31 July, 2000 to General Secretary, IAEA.

The selected papers will be published in a book by IAEA and released during the Diamond Jubilee function in December, 2000. ■

## Community College - Nagarjuna University

JMJ College, Tenali started a Community College in July 1999. It has organised short term courses in Tailoring, Nursing Assistants, Computer Course, Beautician, Office Assistance, Type Writing and Hotel reception. The courses were conducted with the sponsorship of the local industrialists and private entrepreneurs. Immediate replacement was also provided. The girl students who were deprived education and dropouts were selected for those courses. The Department of Adult Continuing Education Extension and Fieldoutreach of Nagarjuna University acted as Catalyst. Dr. M Koteswara Rao, Project Officer, Nagarjuna University enlightened the importance of Community College. Dr. A Rajendra Prasad, Minister of Technical Education, Govt. of Andhra Pradesh addressed the gathering as Chief Guest and distributed the certificates to the girl students.

Sister Jaycintha, Principal of the College proposed a vote of thanks. ■

## Orientation Programme on Continuing Education

The Directorate of Adult Education, New Delhi organised two Orientation Training Programmes for the benefit of second level personnel/trainers of State Resource Centres. The first programme was organised in Jawaharlal Nehru Stadium, New Delhi on January 4-6, 2000 and the

second was organised in Technical Teachers Training Institute, Calcutta from February 16-18, 2000.

The programmes were organised basically to orient the SRCs personnel on the revised scheme of Continuing Education and its various aspects, as well as, to promote their capability and competency to organise the training programmes for Key Resource Persons and Preraks of Continuing Education Centres and Nodal Continuing Education Centres. The programme enabled the trainers of SRCs to initiate necessary steps for the sustainability, convergence and monitoring the continuing education programmes in the field as well. ■

## Nigeria on Board

Nigeria has signed the Delhi Declaration, committing itself to adopting efficient and innovative policies with the aim of providing basic education for all. The declaration was adopted in December 1993 in New Delhi during the Education for All Summit (Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan), committing them to adopt efficient and innovative policies with the aim of providing basic education for all.

At the signing ceremony in Abuja, the capital, Nigerian President Olesegun Obasanjo announced the reintroduction of universal primary education, after a 22 year absence. ■

## Maharashtra State Branch of IAEA organised Free Eye Camp

The Maharashtra Branch of IAEA organized a free Eye Camp for the poor and slum-dwellers of Mumbai. 246 patients were examined by 4 Doctors and other staff. The Camp was inaugurated by the Chairman of Maharashtra Branch IAEA Shri B.N. Kamble.



*Shri BN Kamble, Chairman, Maharashtra State Branch inaugurating the Eye Camp. Standing on his right is Shri Ramesh.*



## DOCUMENTS

Rana, Sudarshana. **Open Learning in India**. New Delhi, Commonwealth Publishers, 1994, p 335, Rs.450.

The book is divided into ten chapters. The first chapter deals with the growth and evolution of the concept of distance education both at the international as well as the national level. It mainly highlights the existing state of affairs of distance education in India.

The second chapter explains the methodology used in the present study which mainly covers

the sources of data and methods of analysis and interpretation.

The third chapter deals with the organisational structure, management hierarchy, admission procedure, manpower, courses offered, course preparation, infrastructure, etc. of IGNOU.

The fourth chapter provides the various dimensions of students profile including course-wise break up, statewise and Regional Centre-wise spread and the enrolment of various disadvantaged section of the society like women, SC/ST, urban, rural etc.

In the fifth chapter the functioning of Regional Centres and Study Centres have been described and their role in providing student

support services to distance learners have been highlighted. The instructional strategy of the Open University i.e. self instructional media, audio, video, TV, radio etc. have been explained in the sixth chapter. While in the seventh chapter various evaluation techniques used in IGNOU have been critically examined.

The eighth chapter deals with the finances of IGNOU. The source of income and utilization have been studied. In the ninth chapter some primary investigations have been made so as to know the first hand opinion of students. The last chapter is comprised of conclusions and suggestions.