

IAEA NEWSLETTER APRIL 2000 - MARCH 2001

IAEA



Nehru and Tagore Literacy Awards

Recommendations Invited

The Indian Adult Education Association (IAEA) has invited recommendations for 2000 Nehru and Tagore Literacy Awards for outstanding contribution towards the promotion of literacy, adult education and continuing education by an individual or an institution.

The Nehru Literacy Award instituted in 1968 recognises the services of individuals or institutions who have done meritorious work in promotion of literacy and adult education in the country.

The Tagore Literacy Award instituted in 1987 recognises those individuals or institutions who have made a significant contribution towards the **promotion of adult education among women, creating awareness among them and improving their social and economic status.**

The awardees will be selected from panel of names recommended by NLMA, DAE, NIEPA, NCERT,

UGC, TLC/PL/CE Districts, State Education Departments, State Resource Centres, Universities, Members of IAEA and other educational bodies of national level.

The following types of work will be considered for the Awards:

- i) Literacy work among Non-Literates
- ii) Post-Literacy and Continuing Education work for Neo-Literates
- iii) Continuing Education and Extension work
- iv) Organisational work
- v) New Teaching Devices and Improved Teaching Materials Developed

In assessing the merits of individuals for the awards, the extent to which new initiatives have been taken and the extent to which the work done can be taken as model for replication will be taken into consideration.

The individual or institution recommended for the Award must have already put up at least five years of continuous work in the field of adult and continuing education.

30 individuals and three institutions have received the Nehru Literacy Award upto now. The institutions which have received the Award are Karnataka State Adult Education Council (1970), Bombay City Social Education Committee (1983) and National Literacy Mission (1999).

Twelve women adult educators and one Institution Janata Kalyan Samiti have been honoured with Tagore Literacy Award since 1987.

Each award carries a plaque, a shawl, a citation and Rs.21,000/- in cash.

The last date for receipt of recommendations on prescribed proforma (separately for Nehru and Tagore Awards) is **July 31, 2000.** (**Forms for making recommendations are available in this Newsletter.**)

Further information can be had from General Secretary, Indian Adult Education Association, 17-B, Indraprastha Estate, New Delhi - 110 002. Fax-011-3355306.

E-mail : iaea@vsnl.com

Shabana: Contemporary woman's role model

How does one introduce Shabana Azmi? Daughter of Urdu poet Kaifi Azmi and wife of another poet, Javed Akhtar? An international actress who's won five National awards? A Muslim who's roused communal ire by shaving her head? A Parliamentarian who's always raising her voice for the freedom of expression, slum dwellers, and women?

"I am all this rolled into one," says Shabana, the role model of a contemporary woman with multiple identities.

As Kaifi Azmi's daughter, she grew up in the presence of Josh Malihabadi, Faiz Ahmad Faiz, Firaq Gorakhpuri and Begum Akhtar. And yet, her one regret in life is "I did not learn Urdu when I learnt Hindi, Marathi, English and French." That's because Queen Mary's in Bombay did not admit any child whose parents did not speak English.

The Muslim identity was "never hurled at me until the Babri Masjid demolition." Shabana recalled. "Religion did not enter our family where Id, Diwali, Holi and Christmas were all celebrated, as cultural festivals, not as part of religion." This, the actress maintains, is the reality of every Indian.

"Which is why Kashmiri Hindus and Muslims have more in common than Muslims from Kashmir and Kerala."

On the other hand, it was films like *Arth* and *Paar* which helped her grow into an activist for human and women's rights. "They helped me to understand the deserted woman, and the slum dweller whom I'd so far observed only to perfect my

performance as an actor."

Trained to constantly observe, an actor in mourning also learns "how the jaw of the dead drops." But once she identified with the struggle of the persona she portrayed, she found other women repose their trust in her.

That is why Shabana Azmi enjoys being a Parliamentarian. "I entered with trepidation. But when you are where policies are being framed, you can influence the policies."

And if there is one policy she'd oppose tooth and nail, it's the attempt to reduce the multiple identities of every Indian into a narrow, strait-jacketed one of either a Hindu or Muslim. "It's a political agenda and being used by both communities," she warns. ■

Basic Education "An Absolute Priority"

Political will and funding for basic education in the Asia-Pacific region should be the bedrock of an educational strategy for the 21st century, according to a draft Framework for Action adopted at an international education conference recently held at Bangkok.

"The lack of resource is often a matter of political will, both within national governments and among international funding agencies," according to the document approved at the end of the four-day forum.

In his closing remarks, UNESCO Director-General Dr. Koichiro Matsuura, said he was determined to make basic education "an absolute priority" during his term.

He urged Asia-Pacific nations to learn from the review of educational

progress that proceed the conference, attended by more than 40 government ministers, and "show the political commitment to follow up."

The conference was jointly organized by the five convenors of the International Consultative Forum on Education for All: UN Educational, Scientific and Cultural Organization (UNESCO), UN Development Programme (UNDP), UN Children's Fund (UNICEF), UN Population Fund (UNFPA) and the World Bank. Other organisers included the Asian Development Bank and the UN Economic and Social Commission for Asia and the Pacific. ■

Global Action Week for Education

During the Global Action Week (3-8 April 2000), national education unions and non-governmental organizations around the world have been asked to organise activities with the intention of mobilizing the public to lobby governments to provide free, quality education for all. Initiated by Education International, Oxfam International, Action Aid, and the Global March against Child Labour, the Global Action Week is part of a Global Campaign for Education, which runs until 1 July 2000.

"Ten years ago at Jomtien in Thailand 155 governments promised education for all. That promise remains unfulfilled," declares the Global Campaign's mission statement. "Education is in crisis. Without urgent action the new targets will just be empty words."

Activities during the Global Action Week include demonstrations, petitions, meetings with officials, public forums and extra-curricular activities in schools. Its success will depend on the active involvement of education partners worldwide, who will have a crucial role to play when the international community meets in Dakar, Senegal, in April. ■

Six Decades of Indian Adult Education : Role of NGO and Individual Adult Educators in different States/UTs

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 organisations, designed literacy primers, organised developmental activities but also served in several committee 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 papers covering the details of activities undertaken by NGOs and individuals in their respective states/UTs in a historical perspective. The papers should be based on personal experiences, published and unpublished documents and personal interviews with adult educators.

The paper should be of 3000-5000 words, 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 Seminar scheduled to be held in New Delhi during December 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 papers by 31st 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.

National Seminar on Six Decades of Indian Adult Education (1939-1999)

Guidelines for writing papers

1. The length of the paper should be 3000-5000 words.

2. For those who are attempting a paper on the contributions of individual adult educators, the following points should be kept in view.

The paper should be in three parts:

Part I - A brief profile of the selected Adult Educators high lighting, year and place of birth, details of formal education, professional training and career.

Part II - Contributions to Adult Education in terms of field programmes, training policy and planning, research and evaluation, important publications.

Part III - Challenges faced (if any) and significant insights gained.

NB : All the above aspects should be attempted keeping in view the developments in society, polity and education.

3. For those who are attempting a paper on the Role of a select NGO in Adult Education, the following points should be kept in view.

- (a) Background of the NGO and brief details of founders
- (b) Aims and objectives and organizational set up of NGO
- (c) Main activities in Adult Education, which may include, details of training programmes materials prepared, researches and evaluations, and publications.
- (d) Important contributions of NGO in moulding the policy, improving practice and theory building.

NB : All the above aspects should be studied in a chronological order and against the background of socio-political developments in the region.

Who is Who in Indian Adult Education

Readers are invited to send the details of individual adult educators for the preparation of a WHO IS WHO IN INDIAN ADULT EDUCATION in the following format.

1. Name of Adult Educator _____
2. Date of Birth _____
3. Place of Birth (Please specify District and State) _____
4. Present Address _____

Tel. (R) _____

5. Educational Qualifications _____
6. Professional Training (if any) _____
7. Main Area of Work (Tick against appropriate columns)

- (a) Training
- (b) Material Preparation
- (c) Monitoring and Supervision
- (d) Research
- (e) Evaluation
- (f) Teaching
- (g) Any other (specify)

8. Institutions served
(Please name)

Name of Institutions

Type
(Govt. NGO,
University)

Years of Service

9. Important Publication

Name of book

Year of Publication

Name of Publication

10. Total professional Experience
(as on 1-1-2000)

Certified that the above information is correct

Name _____

Signature _____

High Tech Learning in a Low-Tech Village

High-tech learning tools can exist in low-tech surroundings, as a recent example in Cambodia shows. Children in a poor, remote Cambodian village are now able to access the Internet and indeed are among the first in their region to go online. Three new schools in the isolated Preah Vihear province recently received computers from charity organizations from the United States and Japan. The computers are powered by solar energy and linked to satellite dishes which provide the Internet connection.

Former Japanese Environment Minister Wakako Hironaka, a participant in the project, said education through the use of the Internet was important to the success of any region. "From Japan's experience, education led to our current success, and I thought, if Japan can do it, why not Cambodia," she said.

Bernard Krishna, Chairman of American Assistance for Cambodia added, "I want these children to first of all make up for what they have lost, and then get ahead by bringing them into the 21st century. "Internet access", Krishna said, "could also help villages get medical care through telemedicine and connect with hospitals around the world to give them health information."

But the ever-present education gap needs to be overcome before the system can be fully implemented. Many of the children don't know how to use the high-tech computers. And it is still difficult to persuade teachers to work in remote areas of the country.

Source: Reuters/Cable News Network

Open Universities must raise funds themselves

Deputy Chairman of the Planning Commission Mr. KC Pant has advised Open Universities to raise additional resources to maintain and develop their infrastructure through "imaginative and innovative" methods. "Further, they should try to meet all operating costs and expenditure for students' welfare activities from their own fee income," Mr. Pant said.

Mr. Pant was speaking at the eleventh convocation of the Indira Gandhi National Open University (IGNOU) recently.

"The Government has, of course, been supporting distance education. But Government funding is being subjected to increasing resource constraints," Mr. Pant stated. Stressing on the generation of additional resources, the deputy chairman asserted that resources were needed for creating additional facilities, particularly because distance education requires investments in technology, infrastructure development and production of software.

He said that IGNOU is an institution which provided an alternate system of education to those want to continue learning but are not in a position to do so. But he emphasised that IGNOU graduates and post graduates should be treated at par with other conventional institutes "given that the course content and examination is of the same standard if not better."

Shedding light on the new courses to be offered by IGNOU from July 2000, Vice-Chancellor Prof. AW Khan said that these include certificate courses in consumer studies, labour development, human rights and women's empowerment.

Prof. VC Kulandai Swamy, former IGNOU Vice-Chancellor said that the Union Government should now appoint a Distance Education Commission keeping in view the global trends in distance learning. ■

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 Bank Draft latest by **30 May, 2000**.

World Health Day - Focus on Hepatitis

"Hepatitis will pose a major threat to people in the new millennium and calls for universal vaccination against the disease. The entire series of viruses-hepatitis A,B,C,D and E threatens to assume alarming proportions in days to come with the country already becoming the second largest pool of carriers of hep-B," Mr. Chakrabarty, attached to the Indian Council of Medical Research (ICMR), virology unit, told a national medical at Calcutta recently.

At present, over two million children of the country are born with the virus and 90 per cent of them are infected by the age of 10. Among pregnant women, hep-B mortality rate stood at 10 percent. Projecting a bleak estimate for 2020, when the country's population is expected to cross the 1.5 billion mark, and the country would produce about 9,39,900 acute hep-B cases every year after that.

There would be 347,000 cirrhosis cases every year and the number of liver cancer patients would be as high as 217,000, adding total annual expenditure to treat them would be a whopping Rs.8000 crores per annum. With more than 90 countries of the world already having accepted routine infant vaccination against hep-B, it was time India woke up to the reality of this disease, which is the fourth important cause of mortality in the country. Estimates show that a universal vaccination programme for hep-B would cost the government exchequer about Rs.200 crores, which is much below the total costs incurred annually to treat such cases. ■

NCERT package for special children

The National Council for Educational Research and Training (NCERT) has developed a programme for Special Needs Children under the supervision of the Ministry of Human Resource Development. The guidelines will be followed by schools all over the country.

The framework recommends schools to develop adequate teacher and curriculum support to encourage inclusive education, that is, teach children with special needs in the same classroom as other students.

It reasons that "inclusive education is far better than learning imparted in a segregated setting. Societal requirement demands that children with disabilities should be educated along with other children in inclusive schools.

"When disabled children are taught along with other children, both stand to gain. It helps in mainstreaming of disabled children and creating a positive attitude among the non-disabled children," says Prof. Kusum Sharma of NCERT.

The framework contains a list of definitive action to be taken at the level of teachers, curriculum specialists and other people associated with the school education.

Instructions that will sensitise teachers to the needs of disabled children will be incorporated in the teacher training programmes conducted at national institutes. The lessons will equip teachers with special skills to cater to the diversity of an inclusive setting. ■

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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.

Language Course Finder The web's largest online database of language schools

For anyone wishing to study a language abroad, there is now the website **Language Course Finder** at <http://www.language-course-finder.com> listing

- more than 5800 institutions
- teaching 60 different languages from Arabic to Zulu
- in 80 countries

With a free access to all information provided, the Language Course Finder is available in **22 languages**

Arabic, Chinese, Czech, Danish, Dutch, English, Finnish, French, German, Greek, Hungarian, Italian, Japanese, Korean, Norwegian, Polish, Portuguese, Russian, Spanish, Swedish, Turkish, Ukrainian.

For further **information** please contact:

Where+How Language Course Finder - Susanne Thoene
Am Hofgarten 18 - 53113 Bonn - Germany

Tele : +49-228-20 11 940;

Fax : +49-228-21 19 44

e-mail : info@language-learning.net

INDIAN ADULT EDUCATION ASSOCIATION
17-B, Indraprastha Estate, New Delhi - 110 002

Recommendation for

NEHRU LITERACY AWARD

(where space is insufficient, kindly use separate sheet)

YEAR _____

1. Name and address of the Member/Department/Organisation making recommendation

2. Name of the worker or institution recommended for the Award

3. Designation of worker (if recommended)

4. The nature of work, the recommendee has been doing in the following field:

- a) Literacy work among Non-literates _____
b) Post-Literacy work for Neo-Literates _____
c) Continuing Education work _____
d) Organisational work _____
e) New Teaching Devices and Improved Teaching Material Introduced _____

5. The nature and description of the outstanding work done by the recommendee

(This description should please be put in separately under the category mentioned under 4' above. It should show the percentage of results, the number made literate, methods used for motivating the volunteers and adults to participate in adult education programme, the ability of the worker to understand and handle difficulties involved in the programme and new initiatives undertaken which can be considered as model for replication.)

6. The length of period, the recommendee has (a) already spent in the field of adult literacy and (b) the period for which the recommendee is likely to continue the work.

7. Any additional information

Date _____

Signature of the Recommending Authority

INDIAN ADULT EDUCATION ASSOCIATION

17-B, Indraprastha Estate, New Delhi - 110 002

Recommendation for

TAGORE LITERACY AWARD

(where space is insufficient, kindly use separate sheet)

YEAR _____

1. Name and address of the Member/Department/Organisation making recommendation

2. Name of the worker or institution recommended for the Award

3. Designation of worker (if recommended)

4. The nature of work, the recommendee has been doing in the following field:

- a) Literacy work among Non-literates _____
- b) Post-Literacy work for Neo-Literates _____
- c) Continuing Education work _____
- d) Organisational work _____
- e) New Teaching Devices and Improved Teaching Material Introduced _____
- f) Awareness creation among Women and Improving their Social and Economic status _____

5. The nature and description of the outstanding work done by the recommendee

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DOCUMENTS

Mehta, P.L. and , Rakhi. **Free and Compulsory Education : Genesis and Execution of the Constitutional Philosophy.** New Delhi, Deep and Deep Publications (F-159, Rajouri Garden), 1997, p 180, Rs.320.

The book is divided into five chapters. The first chapter introduces the philosophy of free and compulsory education as contained in our National Charter. Second chapter is devoted to trace the genesis of free and compulsory education in India. It is divided into small heads comprising prelude, ancient period, medieval period and British period. An attempt has been made to trace the evolution of the idea of free and compulsory education in India from ancient period onward to the present era. The main thrust in chapter two has been given on the recommendations of Hunter Commission (1882-83), Gokhale's Resolution (1911), Patel's Bill (1917), Report of Hartog Committee (1929), Education Policy under Dyarchy Scheme, Recommendations of Zakir Hussain Committee, 1937 and Recommendation of Sargent Report 1944.

The third chapter deals with execution of the constitutional philosophy of free and compulsory education in India. The chapter has been divided into six small heads comprising prelude, text of constitutional Assembly Debates, Philosophy of Article 45, Execution of the spirit of Article 45, Judicial response to free and compulsory education and sum-up.

The fourth chapter provides the execution of free and compulsory education policy in the state of Himachal Pradesh. The chapter has been divided into five small heads, dealing with the prelude, history of free and compulsory education in pre-Independence era in the Pradesh, progress made by the Pradesh after independence, free and compulsory education under the different five year plans and sum up.

The fifth chapter contains appraisal of the effort made by the Government in the spread of free and compulsory education since independence.

Madan, B.R., Cangan, Thomas and Rao, G.P. **Human Resource Development : A Value Based Approach.** Jaipur, Pointer Publishers (Vyas Building, S.M.S. Highway), 1999, p 187, Rs.375.

The book has been divided into three parts. The first part unfolds a debate on the validity of human values in organisational effectiveness.

The second part deals with the intricacies of management in the complex matrix society of India. It focuses on issues such as transcultural and ethical universalism, social and ethical performance of industrial organizations. Pragmatic approach to ethical management, the Indian quest for values in the era of globalization and the Gandhian concept of trusteeship are the highlights of this section.

The last part deals with the means, sources, resources, plan, strategies, mind engineering and other measure which enable the

corporate world to inculcate human values in myriad work situations. This part brings into prominence the philosophy the "human nature is never beyond redemption and so is the corporate system.

Sahoo, P.K. **Educational Technology in Distance Education.** New Delhi, Aravali Books International (P) Ltd. (W-30, Okhla Industrial Area, Phase II, New Delhi, 1999, Rs.180.

The book is divided into eight chapters. The first chapter of the book highlights on a synoptic view of development of distance education in our country. It pin points the contents of educational technology in different kinds of distance education institutions.

The second chapter focuses on communication systems in the context of face-to-face and distance education.

The third chapter deals with use of various kinds of instructional materials, method, activities and strategies for its success. While a number of self-instructional materials and media are incorporated as essential inputs of distance education, one cannot undermine the relevance of group learning activities in it. The fourth chapter on instructional materials in DE and Group Learning Activities in DE throw light on rationale of use of different materials and activities, and management aspects of Distance Education.

The fifth chapter deals with the several experiments on feasibility and effectiveness of telconferencing at different stages of education provides a sound base for adoption



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The fifth chapter deals with the several experiments on feasibility and effectiveness of telconferencing at different stages of education provides a sound base for adoption

of different technologies of teleconferencing at different stages of education. The sixth chapter is on Teleconferencing Experiments in India presents empirical evidence on its organization and effectiveness at different stages of education.

The seventh chapter deals with the educational technology which has a history of almost three decades in India which coincides with the development of DE in the country. However, so far researches on educational media have restricted its base on formal educational system.

The last chapter on Integration of distance Education with Traditional University System in India depicts alternative models of DE in the Indian context.

Gupta, Nirmala. **Educational Development : A Historical Perspective**. New Delhi, Anamika Publishers and Distributors (P) Ltd. (4697/3, 21-A, Ansari Road, Daryaganj), 1999, p 197, Rs.350.

The book is divided into seven chapters. Chapter one of the book deals with a survey of indigenous education in the Punjab prior to 1849. Chapter two presents an assessment of the educational policy followed by the Punjab

administrators and critically examines the policy of the Britishers. Chapter three throws light on the development of school education with particular reference to village, town and Zila School and discusses importance of secondary education. Chapter four examines the development of college and university education. Chapter five reviews the progress of women's education and also highlights the achievements in the development of normal school (schools for the training of teachers). Chapter six contains an analysis of medical, technical and industrial education while the last chapter deals with the conclusions to this book.

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NEW DELHI



NEWSLETTER

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No. 2

PDE - Inter Sectoral Workshop

A two-day Inter-Sectoral workshop to orient Documentation Officers working in Population Education Documentation Centres funded by UNFPA was jointly organised by UNESCO, Bangkok, UNFPA (India Mission) and Directorate of Adult Education, Govt. of India at National Documentation Centre, IAEA, New Delhi on April 17-18, 2000.

The resource support was provided by Ms C Villanueva, Chief PROAP Information Programme and Services, UNESCO, Bangkok and Dr. Mridula Seth, UNFPA, India.

Dr. Mridula Seth, Technical Advisor, Family Life Education, UNFPA presented objectives and expected outcomes of the orientation workshop. Main objectives of the orientation programme were to review the activities undertaken by the documentation centres under the PDE projects of DAE and NCERT; to establish Networking among three Documentation Centres of DAE, UGC and NCERT; and use of new information technologies.

Dr. V Mohankumar, Additional Director, DAE and national Coordinator, PDE, Dr. JL Pandey, National Coordinator, PDE, School Ed. NCERT and Dr. Geeta Kataria, National Coordinator, PDE, UGC

discussed the activities of Documentation Centres in PDE project.

Mr. Michael Vlassoff, Country Representative, UNFPA was chief guest at the valedictory function. Ms. Christina Arismandy, Deputy Representative was also present on the occasion. Shri Vishnu Kumar, IAS, Director, Directorate of Adult Education, Govt. of India was guest of honour.

Shri SC Dua, Documentation Officer, IAEA presented the report of the programme. Ms C Villanueva presented an overview of the activities of orientation programme.

Speaking at the valedictory function Shri Vishnu Kumar said that present adult education programme through campaign mode has mobilised masses and has left a lasting impact on the lives of people.

Mr. Vlassoff admired the collection of IEC material produced by SRC's under UNFPA funded PDE projects documented by the National Documentation Centre.

Earlier to this Dr. Mohankumar welcomed Mr. Vlassoff and Mr. KC Choudhary, General Secretary, IAEA proposed a vote of thanks. ■

Prof. Garg Felicitated

Prof. BS Garg, President, Indian Adult Education Association, New Delhi and Chancellor, Rajasthan Vidyapeeth, Udaipur was honoured with Maneeshi Janardhan Rai Nagar Award by the Gujarat Sahitya Sangam in a Grand Millennium function held on May 14, 2000 in Ahmedabad.

He was also awarded Ramlal Pareekh Community Education Award by the Commonwealth Association for the Education and Training of Adult (CAETA) at a function organised on the occasion of Gujarat Day i.e. May 1, 2000 at Khand Bhavan, Gandhinagar, Ahmedabad.

On this occasion Prof. BL Parakh, Prof. BB Mohanty and Mrs. Kamala Rana, Vice-Presidents, IAEA were also awarded Sardar Patel Literacy Awards. These awards were presented by Hon'ble Shri SS Bhandari, Governor of Gujarat State.

Our congratulations!

Commonwealth lauds India's role in women empowerment

The Commonwealth Plan of Action on Gender and Development specifically mentions India among those countries where strategic actions have been taken to increase the critical mass of women in decision making.

In the Secretary General's report presented at the sixth conference of Commonwealth Ministers Responsible for Women's Affairs, the 84th Constitutional Amendment finds a mention under "good practices".

As against this, India does not figure among the ten top reporting countries on Women's participation in the National Executive or Cabinet, and Parliament. While New Zealand tops the list with 30 per cent of women in its National Parliament or Assembly, United Kingdom is the lowest ranking in the list with 18 per cent women representation. India, on its part, had only 7.8 per cent women representatives in Parliament last year. The representation in the Cabinet was a mere 8.57 per cent as against the Gambia's 30.8 per cent - the highest in the top ten - and Antigua and Barbuda with 17.6 per cent.

In the context of the local Government's, however, India ranks third in the series with 33.5 per cent representation of women. Its record is bettered by Seychelles with a 54 per cent and Uganda with 40.8 per cent women representation.

The report also mentions India's "committed and systematic approach" to mainstreaming gender in areas such as education, health, rural and urban

development as well as community development.

The "substantial outcomes", listed in the report, include the Women's Component Plan to ensure that no less than 30 per cent of the funds and benefits flow from other development sectors to women; an integrated approach to empower women through effective use of financial, physical and human resources in both women specific and general programmes and dissemination and enforcement of guidelines on sexual harassment.

While noting that economic empowerment of women and the availability of alternative employment are seen as "viable strategies" to be looked at by Governments in their search for ways to end violence against women, many countries are linking the exploitation of women and children to national programmes on economic development, poverty alleviation and employment creation.

India, the report records, has taken measures which include the provision of alternative, gender sensitive employment for the rehabilitation of sex workers and their children and the voluntary sector has initiatives to end the cycle of the commercial sexual exploitation of children.

Even while India has to ensure effective action to its seemingly impressive fact-sheet, the report underlines the need for implementation of effective gender equality policies and programmes which must go beyond words to action at policy, planning and

operational levels".

The report, however, notes with concern the "significant lack of progress" for the majority of countries in strengthening the capacity of their National Women's Machinery's (NWMs) since 1996 especially in the areas of strategic coordination and monitoring of programmes or advocacy and policy advice roles: "Factors such as low public awareness of gender issues, strong traditional practices and values, the caste system, religion and lack of co-operation from key stakeholders as well as under representation of women in decision making positions have compounded the difficulties" the report notes. It points out that 88 per cent of the NWMs have a "continuing need" for training in gender issues.

More than 46 member countries of the Commonwealth attended the three-day conference. ■

2001 Census may include disabled

The Government is seriously examining the issue of collecting information on disabled persons in the country during the exercise to compile data for Census 2001.

This was indicated at a meeting between Home Minister LK Advani and representatives of various disabled people's organisations today, which was held to discuss their demand on the matter. Minister for Social Justice and Empowerment MDaneka Gandhi and Minister for Planning and Programme Implementation Arun Shourie also attended the meeting besides Registrar General of India and Census Commissioner JK Banthia. ■

Population = Poverty

Rahul Singh

In 1947, at Independence, India's population was 340 million. On May 11, it will reach the one billion mark (though according to United Nations estimates, we reached that mark some months back). In other words, we have increased our numbers almost three times in 53 years. And we are still adding 18 million to the population every year, 18 million people who have to be fed, housed, educated and given jobs.

Our annual economic growth rate has, till the 1990s, averaged a pathetic 3.5 to 4 per cent, humorously referred to as the Hindu rate of growth. But this is no laughing matter. If you take away the 2 to 2.5 per cent annual population growth rate in the years since Independence, that leaves us with an actual yearly economic growth rate of a miserable 1 to 1.5 per cent. No wonder we shamefully remain one of the poorest and most backward nations in the world.

If there is one single factor which has been responsible for our lack of progress and for our continuing poverty, it is our inability to tackle the population explosion. And if there is one single factor which explains the environmental degradation and deforestation that has taken place over the years, it is our exploding numbers.

To feed more mouths you need more land to grow food on. Which means levelling forests, even though a lot of forest land, with its thin soil, is not ideal for cultivation. In the last century the country has lost a staggering 40 per cent of its forest cover, down from over 60 per cent in 1900 to around 20 per cent now. Much

of our once-abundant wildlife faces extinction, as a result.

Though India was the first country in the world to adopt a family planning programme, little was actually done on the ground. Our first family planning minister, advocating sexual restraint, imaging that we were all like Mahatma Gandhi! Jawaharlal Nehru thought that a large population meant greater power, as did Mao in China. How wrong they were! The late and visionary industrialist, JRD Tata, repeatedly told Nehru that India faced economic disaster if it did not tackle the population problem. He was ignored. Then came Sanjay Gandhi, who recognised the urgency of tackling this issue, but went about it in entirely the wrong way. Every government since then has been scared to death in tackling India's number one problem.

A population policy has finally been formulated. The good news is the stress it places on primary education, better health care and the providing of a full range of modern contraceptive devices. The bad news is that incentives and disincentives still find a place. Incentives and disincentives are a mistake. They are open to abuse, as figures can be fudged, records changed. In Uttar Pradesh, hundreds of couples, who had been promised priority in allotment of flats and land if the male partner got himself sterilised, have not received the allotment. The authorities concerned said that they knew nothing about the scheme!

These are gimmicks that really do not work in the long run.

The only factors that work are raising the level of literacy, particularly of girls, reducing infant and maternal mortality rates and providing couples with a variety of contraceptive facilities. What's more, religion has nothing to do with it, as some communal Hindus think. Indonesia and Tunisia are Islamic. Yet, their family planning programmes have been a resounding success. Muslim couples in Kerala, a highly educated state, have fewer children than Hindu couples in eastern U.P. Literacy is the key.

Compulsion may work in a country like China because the people there are used to obeying the dictates of the government, however draconian. Poor people here have more than two children because they do not know how many of their children will survive and how many will be felled by disease or illness. Not without reason has it been said that the survival of children is one of the answers to the population problem.

Indira Gandhi was content to parrot the phrase, "development is the best contraceptive." The truth of the matter is that the country got neither development, nor contraceptives, only slogans.

We must concentrate on the four states that are holding up progress in this field: Bihar, Madhya Pradesh, Rajasthan and UP, given the apt acronym of BIMARU by demographer Ashish Bose. They are truly *bimar* (sick). The sooner we get them well, the better it will be for the entire country.

(Rahul Singh, former Editor-in-chief of 'Readers Digest' and 'The Sunday Observer', is the author of 'Family Planning Success Stories: Asia, Latin America, Africa').

India catching up on its literacy rate

India is finally catching up in one of its weakest social sectors of development -- literacy. It is now predicted with a fair amount of confidence that the literacy rate will touch 75 per cent by 2005 against the previous target date of 2011. The figure is 62 per cent.

Despite the enormous handicap of a fast growing population, India has moved up in the international literacy chart by overtaking Egypt, Iraq, Saudi Arabia, Nigeria and Uganda. In its immediate neighbourhood, it is far ahead of Pakistan, Bangladesh and Nepal. However, it is way behind Bhutan, Maldives and Sri Lanka.

Literacy levels are growing at an annual rate of nearly two per cent. If this rate is maintained, India should reach a literacy level between 66 and 86 per cent by 2001. Assuming, however, that full literacy for India means the "sustainable threshold level" of 75 per cent, the country should achieve it between 2004 and 2005.

The most literate part of India today is the Andaman and Nicobar islands where the literacy rate is 97 per cent. Lakshadweep is a close second at 96 per cent.

Kerala is no longer the most literate state. Its literacy rate is 93 per cent, behind Mizoram's at 95 per cent, which now tops the list. Tamil Nadu has risen from 63 per cent in 1991 to 70 per cent in 1997.

The figures were in the annual report of the Department of Elementary Education and Literacy, Ministry of HRD.

But the pleasant surprise is the progress shown by the traditional laggards - the Hindi heartland of Rajasthan, Uttar Pradesh, Bihar and Madhya Pradesh.

Between 1991 and 1997, Rajasthan has improved its literacy rate from 38.55 per cent to 55 per cent, Uttar Pradesh 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.

Sikkim at 79 per cent, Assam at 75 per cent, Maharashtra at 74 per cent, WB at 72 per cent and Gujarat at 68 per cent continue to be high achievers among the States.

Much of the confidence in achieving a creditable progress in spreading literacy stems from the obviously encouraging results of the literacy drive among women. The annual report refers to a study undertaken in Dumka district of Bihar which reveals that the economic impact of literacy is proving to be significant.

The Dumka campaign demonstrates how adult education has helped women take charge of their lives. The literate women have formed a group called "Jago Behna" (Awake Sisters) seeking to sensitise fellow-women to the need of collective action against social evils and for greater participation in economic activities.

The women have set up a "Didi Bank" (Sister Bank) which promotes thrift. They have also learned to maintain and repair handpumps. ■

Lacunae in AIDS control programme

Several gaping holes remain in the National Aids Control Programme (NACP). And these were identified by none other than some of the NGOs involved in HIV/AIDS control activities. A one-day convention of the NGOs highlighted that the high-visibility HIV/AIDS campaign in urban areas stood in stark contrast to the slow and inadequate action in rural and remote regions.

With nearly 80 per cent of the country's population living in the rural areas, much more remains to be done at HIV/AIDS awareness. The HIV/AIDS project which was launched in 1992 entered its second phase in 1999 with an estimated 3.5 million people afflicted by AIDS in the country.

The NACO is now planning to extend its family health awareness campaign to the entire country with a programme from June 1 to 15, said NACO project director JVR Prasada Rao. To be observed as AIDS awareness period, it would be followed by a similar drive every six months, he said.

A review of the second phase of the programme showed that it has undergone a rapid expansion in the last six months, Mr. Rao said he intended to give it a further boost by trying to involve as many as 600 NGOs from the present 220 by the end of the year for a sustained partnership of at least three to four years.

Increased NGO participation is the only way to ensure greater involvement of people to implement strategies like targetted intervention for high risk groups, care and support of AIDS patients and health awareness campaigns successfully, he said. ■

'Health' courses from IGNOU

The School of Health Sciences of the Indira Gandhi National Open University (IGNOU) is developing six new degree, diploma and certificate programmes through distance education mode.

A one-year postgraduate certificate in rural surgery and a six-month certificate in health and environment are being launched from September this year, an IGNOU release said today.

The certificate course in rural surgery, developed in collaboration with the associations of rural surgeons of India, aims at taking surgery to people's doorstep.

Under this programme, general surgeons, obstetricians, gynaecologists and orthopaedic surgeons will learn to perform essential life-saving and emergency procedures of the other two disciplines.

Certificate in health and environment was being developed in collaboration with a Bangalore-based NGO.

IGNOU is also coming up with a one-year certificate level programme for competency enhancement of auxiliary nurse midwife (ANM), a one-year post-graduate diploma in hospital and health management and another in geriatric medicine for medical graduates and a one-year diploma in nursing administration, the release said. ■

Haryana's education policy to focus on job-orientation

Haryana's new education policy will aim at making the education system 'job-oriented' so that adequate employment opportunities can be provided to the youth, declared Chief Minister Om Prakash Chautala.

Mr. Chautala said that the industrial development of the State had already been accelerated following the implementation of 'New Industrial Policy'. This would provide adequate job opportunities to the youth of the area apart from increasing the State's revenue.

The Chief Minister said that the educational facilities, both technical and non-technical, in the fields of agriculture, industry, animal husbandry, medical and engineering would be provided to the youth so that the human resource requirements of big industrial units could be fulfilled.

He further said that new Information Technology Policy would be announced soon and all-out efforts would be made to make Haryana a front ranking State in the information technology sector.

The Chief Minister lauded the role of Hari Mandir Sanskrit Mahavidyalaya for outstanding contribution towards promotion of Sanskrit language and restoration of moral values in the society. ■

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 travelling 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 Bank Draft latest by **June 16, 2000.**

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Use of PCs in Literacy Drive : AP Experiment

That could have been (or is?) the story of India. The haves and have nots, with the haves getting richer and the have-nots missing the bus. But not if Dr. F.C. Kohli, deputy chairman of Tata Consultancy Services and the man recognised as the father of the IT revolution in India today, and his 100 volunteers travelling across five villages in Andhra Pradesh can help it. Far away from the Nasdaq ratings and the IT meltdowns, the 100 volunteers are trying to re-define education and eradicate illiteracy through grass-root technology. A system that will one day incorporate the IT prowess the country has to offer and turn the villagers into haves.

The project that was started under the aegis of the Tata Consultancy Services four weeks ago is today using lessons that come straight out of man's history of evolution. "Man recognised visuals before a language evolved. Hieroglyphics came later. That is the principle we are working on," says Kohli.

It took a year to conceptualise this programme. When the country spoke of reaching the \$ 50 billion mark in software exports by the year 2008, 40 per cent of the population remained illiterate.

This, despite the 200 universities we have. And, at our rate of growth, it will take another 40 years before we can project a 90-95 per cent literacy rate in India," says Kohli.

So, while nobody was thinking of using the IT philosophy in spreading education, Kohli came up with his own plan. A person recognises symbols, faces, colours, he through. So why not help them create a vocabulary of 400 to 500 words that would do away with the whole emphasis on getting to know the alphabets first, he adds. Out went 'A for apple' and 'B for boy' and in came the apple itself. The emphasis was to frame the programme in the local language (Telugu in this case) and make it easier for the populace to understand concepts.

On the need for using the IT technique, he says, while outlining his programmes: "Why not use servers that use wireless loops and impart the knowledge."

He even borrows the recyclable strategy that TV and refrigerator companies have used to penetrate rural markets. "We use the 486 configuration personal computers (PCs) that are being discarded." While most professionals would not even look at the workhorse 486, it can get the job done here. And, most of all, they are cheap and available at throwaway prices. What's more, this would not need too much manpower and could be used to penetrate into areas that conventional telecommunications have not even dared to enter.

The result? Kohli says that the programme, if successfully implemented, could help the country get 95 per cent literacy in

five years. "A critical awareness would spread and it would create a new demography," he says.

But simply having a large literate population would not be enough. The software euphoria, though lucrative, would need a major re-thinking, says Kohli. "Every engineer is being sucked into software, while the bright ones from the premier institutes are going abroad."

"We do not need software coders. We need software engineers, system engineers and concurrent engineers. That is the future." And why depend on IIT when there are other institutes. "Just upgrade them into giving quality education comparable to IIT. While today, we have 2,000 engineers coming out annually from premier institutes, we will then have 20,000.

LISTENING

The hardest thing that I have tried to learn

is how to really listen

When you speak of problems

I try to solve

When you speak in anger

I try to sooth

When you shout out at life's injustices

My instinct is to philosophize

But it should be so much easier

To listen

To hear

To be with you in your anger

To be silent

To show respect

It is with some embarrassment that I

find myself at 55 years old

Just beginning

Budd Hall



DOCUMENTS

Sharma, SR. **Process of Social Change Among Tribes**. New Delhi, Manak Publications Pvt Ltd., 2000, p 227, Rs.450.

The book is divided into seven chapters. Chapter one provides some basic backgrounds to indigenous people and the main tribes in Madhya Pradesh.

Chapter two outlines the theoretical background to the study of social change, social structure and tribal development.

Chapter three deals with socio-economic conditions of the tribes. These conditions have been traced in different period of times i.e., from Gondwana period onwards and till India became independent.

Chapter four deals with the description of socio-economic conditions of the tribal people after independence, when the British rule in India came to an end, and the tribal community did not regain its authority. On the contrary, the authority of the state further consolidated.

Chapter five is devoted to social structure and community organisation of the tribal society. The functioning of social organisations and social structure focusing on clan, lineages and kinship have also been dealt in this chapter.

Chapter six deals with programmes of social change sponsored by the state and its

agencies in different period of times and its impact on the life of individuals, groups and community as a whole.

The last chapter of the book, consists of policy implications and suggested research areas.

Bakshi, SR and Bala, Kiran Ed. **Social Status and Role of Women**, New Delhi, Deep and Deep Publications Pvt. Ltd. 2000, p 330, Rs.680.

This book deals with such issues in the form of fourteen chapters. These are their social problems, equality in status, role in satyagraha, role in the civil Disobedience Movement, national integration, status of women, Women and religion, the young girl and marriage, women administrators and last but not the least Annie Besant and her significant role in the Home Rule Movement which attracted the attention of millions of her followers. The topics covered are Historical Background; Social Problem; Equality in Status; Role in Satyagraha; Civil Disobedience Movement : 1919-29; Civil Disobedience Movement : 1930-34; National Integration and Women; Freedom and Women; Status of Women in India; Women and Religion; The Young Girl and Marriage; Women Administrators; Annie Besant and Home Rule Agitation; Radical Blueprints : The Women's Question, 1937-47.

Thakur, Devendra and Thakur, D.N. Ed. **Primary Education and Adult Literacy**. New Delhi, Deep and Deep Publications, 1997, p 888, Rs.1425.

This book studies Primary Education and Adult Literacy. It gives in detail Elementary Education for all; India's Primary Schools : The Funding of Desperate Needs; Primary Education : Some Flaws in Planning : Grade Transition Model for Primary Education; Linkages between Enrolment Projections and Economic and Demographic Projections; Impact of Democracy on Primary Education in India; Birth order and Intellectual Development; Pre School Children and the Productivity of Education; A Systems Approach to Rural Education; Poverty of Education; Distribution of Education among Income Groups; Educate People to Eradicate Poverty; Primary Education and Literacy; Universalization of Elementary Education : A simple General Equilibrium Type Policy Model; Marching Ahead to Attain Total Literacy; Educational Planning : The Case of Adult Education; Universalization of Elementary Education and Non-formal Education; Literacy Drive and Adult Education through Voluntary Organisation; Adult Literacy and Language Testing; Implications of Reading Research for Adult Literacy; Towards organizing Language Experience for

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REGISTERED NEWSPAPER

**Indian Adult Education Association
17-B, Indraprastha Estate
New Delhi - 110 002**

TO



UN Secretary General Kofi Annan's message on the occasion of World Environment Day, June 5

"We may be at the dawn of a new millennium, but the environmental problems we face are painfully familiar. They may even be getting worse. Despite the Earth Summit, and despite success stories like the Montreal Protocol to protect the Ozone Layer, human beings continue to plunder the global environment. Unsustainable practices remain deeply embedded in the fabric of our daily lives. We are failing to protect resources and ecosystems. We are failing to invest enough in alternative technologies, especially for energy. We are failing even to keep the debate alive.

These are deeply troubling trends. I recommend four priorities for reversing them.

First, we need a major public education effort. Understanding of the challenges we face is alarmingly low. Corporations and consumers alike need to recognize that their choices can have significant consequences. Schools and civil society groups have a crucial role to play.

Second, environmental issues must be fundamentally repositioned in the policy-making arena. The environment must become better integrated into mainstream economic

policy, and the surest way is through green accounting.

Third, Governments must not only create environmental agreements, they must enforce them. They can, for example, cut the subsidies that sustain environmentally harmful activities each and every year. They can also devise more environment-friendly incentives for markets to respond to.

And fourth, we need sound scientific information. This is the only basis for effective policy, yet large gaps in our knowledge remain.

Technological breakthroughs that are unimaginable today may well solve some of the environmental challenges we face. But it would be foolish to count on them and to continue with business as usual. The theme for this year's World Environment Day says it best: the year 2000 begins the environment millennium; the time to act is now. There will be no easy solutions. Unpleasant ecological surprises lie ahead. But the start of the new century could not be a more opportune time to commit ourselves -- peoples as well as governments -- to a new ethic of conservation and stewardship." ■

IAEA Mourns death of Rajesh Pilot

The Indian Adult Education Association deeply mourns the death of veteran leader, Member of Parliament Shri Rajesh Pilot who has been assisting IAEA in implementation of its programmes. His death has caused a great loss to the nation and IAEA as well.

Our sincere tributes!

Research Methodology Course 28th Aug-5th Sep 2000

The dates of the Research Methodology Course scheduled to be organised in July have been fixed. The Course will now be held from 28th August-5th September 2000. The date for receiving nominations to the course is also extended upto 30th July 2000. The details of the Course will be sent to the participants by 15th August 2000.

New Governing Body of Kerala SRC

The Governing Body of SRC Kerala has been reconstituted. Dr. George Onakkoor, has been nominated as the new Chairman of the Governing Body of the SRC, Kerala.

General Secretary, Kerala Sasthra Sahithya Parishath, General Secretary, Gandhi Studies Centre, Kottayam, Shri K Viswanathan, Director, Mithraniketan, Director, Centre for Development Studies, Shri Chacko Varghese, KM George Cultural Centre, Perinthalmanna, Shri Thomas Kallampally, Vice-President, St. Antony's Educatkonal Charitable Society, Kanjirapally, Director, Kerala State Literacy Mission Authority, Thiruvananthapuram, Two nominees from Govt. of India, Shri SR Sakthidharan, Press Club, Thiruvananthapuram, Secretary to Government, General Education Department, Shri CP Narayanan, Chintha Weekly, Smt. Lalitha Lenin, Reader, Deptt. of Library and Information Science, University of Kerala and Director, State Resource Centre are the new Governing Body members.

Over 13,000 dowry deaths reported in last two years

As many as 13,612 dowry deaths were reported in the country during 1998 and 1999, Minister of State for Home Affairs ID Swami informed the Rajya Sabha.

While there were 6,637 deaths during 1999, 6,975 deaths were reported by the National Crime Record Bureau during 1998. ■

New Governing Body of Kerala, SRC

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Reddy nominated member of SRC, Hyderabad

Dr. MC Reddeppa Reddy, Director, Department of Adult Education, SV University, Tirupati is nominated as member of SRC, Hyderabad. He is a life member of IAEA and working as Director in the Department of Adult & Continuing Education, SV University, Tirupati. ■

AIDS visits with its deadly new companion

With doctors and researchers yet to come to grips with TB-HIV co-infections, another deadly synthesis of the AIDS virus has begun to emerge: HIV is combining with kala-azar -- a potentially fatal disease affecting the immune system -- to pose a major challenge in certain parts of India and the world.

First detected in southern Europe, the deadly combination is now appearing in kala-azar endemic areas in the country. A large number of such cases have already been seen in Bihar, one of the worst-affected areas.

This is causing serious concern as rapid urbanisation and widespread economic migration are seen to be leading to an increase in the incidence of kala-azar. Kala-azar cases are now reported from Bihar, Gujarat, Uttar Pradesh, Madhya Pradesh, Himachal Pradesh and also Jammu and Kashmir.

A person with kala-azar develops high fever with headache. If not treated in time, the disease results in death.

Kala-azar, which spreads through the bite of the sandfly, was almost eradicated with intense insecticide spraying during the 1950s. However, during a resurgence in the 70's, it was responsible for a large number of deaths. The Indian Council of Medical Research says 2 to 2.5 lakh people contracted kala-azar from 1977 to 1994, the last year for which reliable data exists. The recent increase is also due to an overlapping of HIV-kala-azar cases. ■

One billion, and still going strong

India has officially crossed the one billion population mark. With this, India will join China in the exclusive one billion population club.

The government and the United Nations Population Fund (UNFPA) was jointly pick the billionth baby born at the given time at Safdarjung Hospital as a symbolic gesture. However, this is not a moment for celebration.

"This is a time for reflection, introspection and a more responsible and responsive behaviour by the government as well as the civil society," says Union Family Welfare Secretary AR Nanda.

Rightly so, as food requirements, public health measures and inequalities in nutrition, drinking water availability will be amongst the major challenges before the country. The scenario is already bleak.

The under-five mortality in India is 115 compared to 10 in the US.

The per cent of underweight children in India is 53 compared to less than 1 per cent in the US.

There are many illiterate and poor persons as the entire population of India in 1947.

Only two-thirds of children aged 6-14 attended school in 1992-93 and just over half the population completes more than four years of education.

What will make the task more daunting is the fact that 17 million people will continue to be added every year to this population.

Population is expected to stabilise only around 2026 and several states are projected to show a declining trend only by 2051. By 2051, however, the size of the population would itself be staggering. Demographers say the population size in 2051 will be 1,646 million, almost double that of the 1991 population of 846 million.

"We are frantically trying to involve panchayati raj institutions in the effort.

Special programmes are being drafted for the poor performing states," says Nanda. So states like UP, Bihar, MP, Rajasthan, Assam, Haryana and Orissa will have to make special efforts towards population stabilisation. States like MP, Bihar, Rajasthan are expected to have a population growth even beyond 2051.

UNFPA already has grim predictions for India if the population does not stabilise. For instance, its population report estimates that the eventual lack of water for irrigation could cut India's grain production by 25 per cent.

Talks on Population Policy

Before the first meeting of the high-powered National Commission on Population (NCP), tentatively slated on July 19, the Department of Family Welfare has convened a meeting of the State family welfare secretaries to focus on the strategy and action plan for implementing the National Population Policy, 2000.

The decisions of this meeting would be placed for the consideration of the NCP which is headed by Prime Minister Atal Behari Vajpayee.

With awareness and dissemination of information an integral part of the policy, the department has also organised a two-day workshop of its media officers.

A draft IEC strategy under Reproductive Child Health programme is also on the cards.

Coming in the backdrop of the birth of the officially billionth byby on May 11 and the adoption of the NPP 2000, the department is right in the midst of finalising agenda that includes the action plan for the meetings of the state secretaries and the NCP.

Since the implementation of the NPP lies with the State, among the first tasks of the meeting would be to meet the immediate objectives set out by the Policy - to address the unmet needs for contraception, health care infrastructure and health personnel and to provide integrated service delivery for basic reproductive and child health care.

This would be geared towards implementation of inter-sectoral operational strategies that are expected to help achieve the medium-term goal of bringing the total fertility rate to replacement levels by 2010 and the long-term objective of a stable population by 2045. ■

India among nations having maximum female illiteracy

Four South Asian countries - Bangladesh, India, Pakistan and Nepal - account for the largest number of out-of-school girls and illiterate women. This fact was brought to light by UNESCO's representative in India, Prof. Moegiadi.

Addressing a national workshop on "State Policies on Incentive Schemes in Primary Schools and their Contribution to Girls' Participation", jointly organised by NCERT and UNESCO, he said. "Though progress has been made, we are all aware that according to the 1991 census of India, we have 50.2 per cent literacy, and now, according to the latest information we have, 64 per cent literacy rate. It is estimated that in near future, it can be 70-80 per cent."

He said it is a worldwide trend to invest more resources to educate children, at least till basic education and primary and elementary education levels. That is why many countries in the world give education top priority and give special attention in the national development plan as part of the overall national strategy. He said some researches had revealed that educating girls and women brings a lot of benefits, increase family income and result in late marriages.

Early marriages disturb the school environment and also disturb retention of children in school, he said.

Prof. Moegiadi said that after a discussion with NCERT, UNESCO has agreed to give at least four incentives - mid-day

meals, free uniform, free testbooks and attendance scholarship - for girls, and see the impact of these independent variables on enrolments, not only to attract girls but also to retain the graduation stage.

The girl's participation at the primary stage is known to be low and has been of concern of the policy makers and educational administrators, who have been always looking forward for related information so that the same is utilized to help in resolving the stated problems. ■

20,000 Learning Samities for Illiterates

About 20,000 *padhna-badhna* (learn and progress) *samitis* have been formed all over Madhya Pradesh, particularly in predominantly tribal districts. Over 5.5 lakh illiterate people have enrolled their names in these *samitis*. The literacy level in tribal districts is lower than other areas. The programme is being implemented as a community inspired programme.

One special feature of the *padhna-badhna andolan* (campaign) is that unlettered persons form their own *samiti* and select a local educated person as their *guruji* (teacher). Those in the economically weaker sections in the *samitis* would also get opportunities for their economic development.

Swarna Jayanti Gram Swarozgar Yojna is now being implemented with self-help group as a unit. The *samitis* would be provided training, credit and other facilities. The *padhna-badhna andolan* affords an opportunity to illiterate people to become literate and also provides a platform for their economic development. ■

Survey puts Delhi's population at 1.43 crore

Meri Dilli meri shaan? Not quite so. And it can only get worse. When the 2001 census is through, the Delhi headcount may stand at a staggering 1.43 crore.

That's one-and-half times the 1991 count of 94.2 lakh. Delhites have grown by a whopping 50 lakh in 10 years -- in other words 5 lakh every year, or 41,700 a month or 1,400 a day.

"Earth Summit" in 2002

Agreement in principle to stage another 'Earth Summit' in 2002 was a major achievement of the United Nations Commission on Sustainable Development (CSD), which concluded its eighth session on 6 May at United Nations Headquarters in New York.

The Commission is charged with monitoring the implementation of Agenda 21, the global environment and development programme that was adopted at the 1992 'Earth Summit' in Rio de Janeiro.

Juan Mayr Maldonado, CSD Chairman and Colombian Environment Minister, told journalists that "planting the seed for Rio Plus Ten" was the most positive result of the Commission's session. The final decision to stage the summit must be taken by the General Assembly.

"It will be the most important world summit at the start of our millennium," said Mr. Maldonado. "This is the only way we can achieve the difficult goals necessary to survive on this planet." Mr. Maldonado also praised the open participation in the meetings. ■

Educational Challenges

Spirituality in the Learning Process

by JS Rajput

The shape of school education within the next ten years will be unrecognisable from that of today. The pace of change makes it impossible to paint a clear vision of the future in any sector, including education. Each generation believes that the future would be better, brighter and more rewarding. It would also be characterised by a better and higher quality of human life. It is the ethical and moral obligation of every generation to ensure a better world for the next generation.

India's future will be knowledge-centred. India will develop its own distinct identity which would be characterised by strength of unity in diversity and optimisation of natural and human resources. The major emerging issue before the country would be whether the growing materialistic trends would change India or whether India will change the rest of the world by reshaping a future which will showcase the enlightened human being. The growing conflict between the materialistic and the spiritual is being acknowledged globally by nations and also by organisations like UNESCO.

Peace Education

It is essential that the education of tomorrow provides culturally rich inputs to every learner. That alone would generate respect for the institutions of family and the

society. Issues like social cohesion, respect for traditions, beliefs and practices of others and an advancement towards a well-knit society would be possible only in such situations.

Due to paucity and inadequacy of resources, the recruitment of substandard teachers will increase. This will impact adversely on the overall quality of school education and hence on higher education. This issue of illiteracy, ignorance, poor quality education and non-supportive educational administration will take time to set right. Population education and efforts to make young persons aware of the issues related to population growth would simultaneously require a change in values and attitudes.

The role of the school in transforming information into knowledge and the need to acquire competencies to utilise knowledge will gain primacy. Future pedagogy will have to be not only of accumulation of information but primarily of sifting out relevant information that could contribute to knowledge in the individual's life. This will require better teacher training and constant upgradation through in-service education and recurrent orientation programmes utilising different training strategies including media inputs. It would also require regular curriculum renewal exercises, not only in schools but also in teacher

training institutions as broad-based learning would become the goal in preparing human beings for life-long learning -- renewal of skills already learnt as well as acquisition of new skills and competencies.

Developing countries including India are experimenting with alternatives to schooling to ensure access to all children below the age of 14. The alternatives would also emerge for the secondary stage of education. In future, formal schools will have to compete with alternatives that may emerge through private entrepreneurs. Traditional programmes of learning and teaching may be replaced by those which would ensure quick acquisition of learning through an intensive study of a certain course.

While the universalisation of elementary education is a major issue, the pressure on secondary education and higher education will have to be tackled through judicious prior planning. Manpower issues in some areas will become significant. We may have an acute shortage of manpower in research laboratories and apex-level institutions which have contributed immensely to the growth of science and technology in India during the last four decades. Talented young persons are going in for the sectors which provide better growth opportunities. Materialistic pursuits would take over the spiritual urge of younger individuals. The school education system will thus face a tough challenge. Job-oriented

contd....page 6 col 3

Rich nations rate poorly in mother care

Rich countries may not be the best at taking care of mothers and in turn, their children, a survey has found. The report, by the charity Save the Children, concluded the United States, the richest nation, ranked 15th when it came to the well-being of children.

Kuwait ranked third in terms of per-capita gross domestic product (GDP), one measure of wealth, but 50th when it came to the well-being of mothers. In contrast, Costa Rica ranked 35th in terms of per capita GDP yet was 12th on the list of 106 nations in terms of the well-being of its children. The charity said many of the differences came down to how women were treated in a country. "To save the children, you have to save the mothers," Charles MacCormack, President of Save the Children, said on Tuesday. The charity made up a "mother's index" of well-being that included the risk of dying, the percentage of women using modern contraception, the percentage of births attended by trained personnel, the percentage of pregnant women with anaemia, the adult female literacy rate and the percentage of national government positions held by women.

Norway ranked number one on the mother's index. Canada, Australia, Switzerland, the US and Netherlands followed. At the bottom were Guinea, Mali and Niger.

The charity said in many cases, absolute poverty was clearly to blame.

"In Niger, one woman in nine

will die in pregnancy or childbirth," the report adds. "In Norway, the risk is only one in 7,300.

MacCormack said practical experience had shown that when women are sick and malnourished, their children are, too. "A healthy, literate, self-confident mother will almost always have healthy, self-confident, educated children," he said.

Rich countries may seem to have an edge in this area but the survey found this was not always the case. "Children's well-being in some US areas is ... alarmingly low," the report said. "In Washington, D.C., for example, the infant mortality rate is comparable with developing countries such as Panama and Uruguay." Mothers do not always do so well, either. For example, seven to eight women out of every 100,000 die during childbirth in the US when the target rate is 3.3 per 1000,000.

70% air pollution caused by emissions

The Central Pollution Control Board (CPCB) has stated that up to 70 per cent of air pollution in the city is caused by the emissions of almost three million vehicles, two-thirds of which have two-stroke engines. Besides, extremely different levels of pollution intensity are registered since pockets of contamination differ in time and space.

The CPCB is of the opinion that a sophisticated air monitoring strategy, highly flexible monitoring programmes and locally appropriate equipment is necessary in this kind of circumstances. ■

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educational challenges...

education will have to be brought about in a big way but its success would depend upon the extent of attitudinal changes which will have to be achieved through appropriate strategies. Value inculcation will become a subject of persistent demand, debate and discussion.

Tapping Values

Truth, righteous conduct, peace, love and non-violence are the core universal values which will have to be identified as the foundation-stone to build a value-based education programme. These are universal values and represent the five domains of the human personality, intellectual, physical, emotional, psychological and spiritual. They also co-relate with the five major objectives of education, namely knowledge, skill, balance, vision and identity.

Every nation must strive to generate a feeling of awareness among its citizens about its own culture, heritage and national identity. As isolation and helplessness among individuals is increasing, it is necessary for every person to identify his or her own goals and objectives. The individual will have to live in harmony with society and nature as this would be required in all future social structures. Only those who have developed a scientific temper, rationale and logic can live in peace in times to come.

JS Rajput
Director

National Council of Educational
Research and Training



Reddy, P.A. **Determinants of Adult Education Instructor Effectiveness**. New Delhi, Uppal Publishing House, 1992, p 167, Rs.175.

The book is divided into six chapters. Chapter first is devoted to a brief introduction of the topic. Chapter second is related to the review of related literature on the topic and the problems, hypothesis and plan of study forms the chapter third. The methodology, chapter fourth describes the research tools used, area of the study, sample, data collection and statistical techniques used. The data analysis, testing of hypothesis, presentation and interpretation of findings constitute the chapter fifth. The last chapter is summary of the study forms.

Reddy, G. Lokanadha. **Role Performance of Adult Education Teachers : Problems and Prospects**. New Delhi, Discovery Publishing House, 1997, p 129, Rs.250.

The present book provides valuable information on the different roles and activities of the adult education teachers, the variety of the problems they are facing in different specific situations and the practical solutions in overcoming the same. Based on the above, the relevant strategies in designing curriculum for pre-service and in-service training of adult education teachers are also highlighted in the book.

Sharma, B.M. **Teachers Training and Educational Research**. New Delhi, Commonwealth Publishers, 1997, p 270, Rs.500.

In this book, denotes the broad field of educational research at the tertiary level and focuses on instructional strategies and training. This book aims to provide the necessary professional knowledge and guide the teachers to develop the required skills to make their administrative talent effective. The administrative strategies described and suggested for adoption are based on sound psychological, sociological and philosophical foundations.

This book is an indepth study about the developmental aspects of teachers training and educational research and addressed to administrators, planners and educators working in the field of education and training and research with a view to stimulating interest and attention in the areas of education and its related fields.

Sharma, K.D. and Sharma, D.V. **Ed. Open Learning system in India : with Special Reference to School Education**. New Delhi, Allied Publishers Limited, 1993, p 190, Rs.200.

The book covers the important aspects of open learning in India. The contributions are made by persons well experienced in the field. The papers cover the state of Open School, National Open School, Andhra Pradesh Open University as case studies. In addition to this, the cost of distance education, working of

accreditation councils, the problems of vocational education, difficulties of the rich, the disadvantaged, students' support service, the clientele of open learning system and linkage between the national literacy mission and evaluation of distance education are discussed.

Patri, Vasantha R. **Education in India : Programmes and Policies**. New Delhi, Indian Institute of Counselling, 2000, p 298, Rs.475.

This book presents the programmes and policies of the government in the field of education along with the rationale and issues involved. It examines the educational process of all levels. Other allied issues like the promotion of books, languages, copyrights, and international cooperation in the field of education have also been presented.

Govindappa, K. **Adult Education : Impact of National Literacy Mission**. New Delhi, COSMO Publications, 1998, p 277, Rs.495.

The present treatise is in-depth study of adult education programme. An over view of the evaluation and the history of adult education were also included. Various facets of adult education programmes, viz Social Education, Workers Education, Farmers' Training and Functional Literacy, Non Formal Education and National Adult Education Programme have been discussed in detail.

The contents of the book provide an in-depth view of adult

education in India. The main study attempts to quantify the impact of adult education in the development of literacy skills, social awareness and functionality among the clientele representing various implementation agencies such as universities, voluntary associations and government wings.

Parik, Kirit S. Ed. **India Development Report 1999-2000**. New Delhi, Oxford University Press, 1999, p 300, Rs.845.

The India Development Report is a comprehensive and contemporary treatment of defining issues in the country

today. The issues covered include macro-economic performance, poverty, education, pollution, urban transport, power, taxation and deficits, corporate governance, insurance and risk, privatization and liberalization. Individual chapters provide sectoral insights, link this to the functioning of the economy as a whole and suggest future policy options.

A central feature of the current policy debates in India's Second Generation of Reforms required to realize the outcome of the reforms initiated in the early 1990s.

The IDR proposes a set of

measures for the new millennium: exploitation of the knowledge-based global economy with emphasis on promoting higher education and growth in telecommunication; further liberalization of trade, industry and agriculture; empowerment of the poor by consolidating anti-poverty measures; environmental protection with the help of economic instruments, full liability laws and participatory programmes; improvement in governance by stressing transparency and accountability; and creation of an efficient legal system that ensures economic progress and social justice.

REGISTERED NEWSPAPER

Indian Adult Education Association
17-B, Indraprastha Estate
New Delhi - 110 002

TO



WORLD POPULATION DAY

Since independence, the fertility rate has dropped from six births per women of childbearing age to 3.5, while the birth rate has declined from 40 per 1,000 in the 1960s to 28 per 1,000 in 1995-1996. A declining death rate, however, has seen India's population growth by two percent annually since the 1960s. As a result, India crossed the one billion mark in terms of population and became second nation in the world boasting of a billion-plus population. 16 percent of the world's population on only 2.4 percent of the globe's land area, according to a study conducted by the Technical Group on Population Projections of the Planning Commission. India's current annual increase in population of 15.5 million (1.5 crore) is large enough to neutralise any effort to conserve the resource endowment and the environment, and may soon make it the most populous country in the world. However, the population growth continued on account of the large size of the population in the reproductive age group.

Increasing population means there aren't enough jobs for the

rapidly increasing young job seekers. A majority of modern India's problems are rooted in the increasing numbers. Whether it is hunger, under-nutrition or depleting forest cover, extinction of species, environmental pollution, overcrowding in cities or collapsing civic services. The carrying capacity of the world, has already reached more than saturation level. India is in no way better considering its inadequate standard of living, global warning, that threatens to inundate some of the greatest cities via rising sea level and the depletion of ozone layer are partly due to growing numbers.

Family planning programme has contributed to the initiative by helping women to use contraceptives to prevent unintended and high risk pregnancies and to limit births. But the unmet need is still very high in the country. Without access to reproductive health care, women and their families will not reap the full benefit of either education or rising household incomes and the country will have harder time in achieving its development goals. ■

Course on Research Methodology and Recent Developments in AE

IAEA is organising a seven day course on the above theme in collaboration with Group of Adult Education of JNU on 28th Aug-5th Sep 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 travelling 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.

Primary education to be promoted vigorously

India is taking steps to promote elementary education when "Sarva Shiksha Abhiyan" (SSA) will be finally launched sometime this year.

Human Resource Development (HRD) Ministry sources said recently that the work for the preparation of District Elementary Education Plans, under the scheme, was already on and that the village education plans prepared in consultation with the Panchayati Raj institutions would form the basis of the plans.

The 93rd report of the Parliamentary standing committee on Elementary Education and Literacy of the HRD Ministry notes that while the SSA scheme appears to be sound, its success depends upon its effective implementation and monitoring.

"Unless the scheme is properly and closely monitored and gets the cooperation of all concerned agencies," the report warns, "it may have the fate like many other Central schemes." The SSA will cover the entire country with focus on the educational needs of girls, scheduled castes and scheduled tribes. There will be a simultaneous focus on districts suffering from a low female literacy among these poorer sections of society.

Behind the government's growing awareness about the overall impact of the dismal progress in elementary education lies Prof. Amartya Sen and Jean Dreze's seminal work "India: Economic Development and Social Opportunity". Their work

states, "In one particular field, that of elementary education, India stands considerably behind, even behind the average of the poorest countries in the world."

The sources said that there was now sufficient evidence to suggest the positive consequences that universal basic education had for sustained economic growth. While Japan, which had universal effective primary school enrolment between 1960-92, showed a 6.02 per cent growth in its per capita income, India with a 42 per cent enrolment in 1960 and nearly 69 per cent in 1992 could only muster a niggardly 1.90 per cent growth. ■

Spread literacy, ban triple 'talaq', urges NCW

I am 18 years. I have five children. One year ago I was given talaq (divorce). No mehr no maintenance. I cook at people's houses," Shakira Sultana.

This is one among countless testimonies recorded during nationwide public hearings by the National Commission for Women (NCW) over the past 18 months and are contained in the first ever national status report on the condition of Muslim women released by the NCW recently.

Entitled 'Voice of the Voiceless', the report lays bare the double exploitation suffered by Muslim women in India. On the one hand their educational and employment status is among the lowest in the country and on the other they are denied their rightful due under the Muslim personal law either through misinterpretation of the law by the

conservative sections or through ignorance of their rights.

According to Ms Syeda Hameed, Member, NCW, "The aim of the report is to hold up a mirror to the Muslim society and jolt the enlightened sections into doing something about the injustice done to the often poor and illiterate women in the name of the personal law."

In major recommendations forwarded to the Centre, the NCW has advocated immediate banning of the verbal triple talaq, stringent provisions to curb polygamy and measures to correct the injustice done to Muslim women by the 1986 Muslim Women (Protection of Rights on Divorce) Act.

Describing the educational status of Muslim women as among the worst in the country, with even Dalit women doing better, the NCW has called for imparting education and creating awareness on a war footing. In hearing after hearing, the Commission observed that the abuses of personal law and bruises of family violence are ultimately rooted in their (women's) lack of education. No education and widespread ignorance has made them blind to the abuse of their personal laws which are used as instruments of torture rather than as celebration of their rights, said Ms Hameed in the report.

Stressing the need to reform the implementation of the personal law, the report noted that while several Muslim countries had moved to prohibit or restrict verbal triple talaq, the practice continued unabated to be devil the lives of Muslim women in India.

- Deccan Herald

Revitalizing the National Literacy Mission

Eradication of illiteracy from a nation that is set to become the most populous in the world is by no means easy. This was realized in the eighties and the National Literacy Mission came into being to impart of new sense of urgency and seriousness to adult education. The latest figures from the National Sample Survey Organization (NSSO) reveal the great strides that have been taken-the literacy level has risen from 52 per cent in 1991 to 62 per cent in 1997. This is all the more creditable because of the countering factor of population growth. One of the worrying aspects had been the wide gap between male and female literacy. This, at last, seems to be narrowing as also the urban-rural difference in literacy rates. Much of the credit goes to the total literacy campaign, which has been implemented successfully at the district level, and in district after district. The National Literacy Mission has not only been influential in increasing literacy but is also playing an important role in integrating our country.

'Literacy, according to the National Literacy Mission, pertains to functional literacy having a direct bearing on the quality of the life of our people, which in turn, improves the nation's health. Functional literacy not only enables people in the obvious skills of reading and writing but it also touches on every issue of development such as health, population growth, family welfare, women's empowerment and, most important of all, employment.

As we set foot into the new millennium, it gives us the opportunity to reflect upon the efforts we have been making and also to learn from our failures so that we can achieve our target of a sustainable, threshold level of literacy. It is time to assess

ongoing programmes and seek new horizons.

Integrated Approach

The Government has decided that an integrated approach to literacy would be followed now. This means the Total Literacy Campaign and the Post-literacy Programme will now operate under one Literacy Project. This approach would enable the enormous literacy problem to be tackled in a holistic manner. By treating the imparting of functional literacy as a continuum rather than as a one-off benefit for the illiterate person, the progress of literacy efforts would be made goal-directed. Literacy campaigns would continue to run in those areas where there are large pools of residual illiteracy. At the same time, for those who have crossed the basic learning phase, programmes of consolidation, vocational skills, integration with life skills and such other aspects would be considered the basic unit.

The first phase of basic literacy instruction and the second phase of consolidation, remediation and skill upgradation from the two pivotal strategies of adult literacy within the broad rubric of literacy programmes currently being implemented by the National Literacy Mission. Although envisaged as two distinct phases for effective removal of illiteracy they actually, constitute two closely related aspects of one overarching policy of imparting literacy skills to an adult non-literate person.

In effect, the task of making a person actually literate in a sustainable and meaningful way can be said to have been modally discharged only after the Post-literacy Campaign. Therefore, Total Literacy Campaign and Post-Literacy Campaign actually constitute two operational stages on the learning continuum and now under the same

scheme will operate in smooth progression, drawing their financial sustenance from one single budget.

The structure of the continuing education programme, launched in 1995 as a fully funded centrally sponsored scheme, will be retained and further strengthened and expanded in scope and content. A continuing educating centre will be set up for a population of 2,000-2,500 so that it caters to the needs of at least 500-1,000 neo-literates. A nodal continuing education centre will be set up for a cluster of 10-15 continuing education centres. Fifty more continuing education centres will be set up during the Ninth Plan (1997-2000).

The function of imparting basic literacy and transaction of literacy primers would be continued in the continuing education phase. The activity of teaching-learning for basic literacy would be available not only to dropouts and left-outs but also to new illiterates entrants in the age group 1-35.

The scheme will continue to be implemented by the Zilla Saksharta Samiti headed by the Collector. However, the ZSS may also be headed by a democratically-elected chairman of the Zilla parishad in states where a full-fledged Panchayati Raj system has been established. The implementing agencies-voluntary agencies, mahila mandals, panchayati raj institutions, Nehru Yuvak Kendras, etc., for continuing education centres or nodal continuing education centres will be identified by the ZSS.

The scheme also envisages convergence with the programmes of Nehru Yuvak Kendras, National Service Scheme and National Service Volunteer Scheme at the grassroots level. The infrastructure of these institutions will, as far as possible, be utilized to facilitate the functioning of the scheme. ■

NCERT calls for concerted efforts for girls' education

Serve cooked meals instead of dry cereals if you want young girls to get into schools, particularly in rural areas.

Also broaden the network for free textbooks, free uniforms and attendance scholarships for girls if India wishes to get out of the stigma of being the country with the largest number of out-of-school girls and illiterate women in the world.

These are the findings of a study by the National Council for Educational Research and Training (NCERT) into "State Policies on Incentive Schemes in Primary Schools and Their Contribution to Girls' Participations."

How unsatisfactory the situation remains was evident in the 1995-96 National Sample Survey 52nd round that observed, "There is still a substantial proportion of girls in the age group 6 plus-10 plus who have never got enrolled."

As many as 37 out of every 100 girls in rural India and nearly 14 out of every 100 girls in urban areas belong to this category.

Quite surprisingly, the NSS also found out, it is not rural poverty that was the main dampener. Parental disinterest was the main reason in as many as 35.6 per cent of such cases while poverty was the stumbling block in 16.6 per cent of the cases.

The same factors hold sway for urban areas as well, prompting the NSSO survey to say, "The problem of non-enrolment of girls, therefore, may be attributed to

socio-economic factors which can be taken care of by concentrating on the States' initiatives like awareness campaigns about the importance of girls' education, provision of facilities of centres, direct incentives, etc."

The NCERT studied the impact of the incentives on girls' participation at the State-level and examined in detail their functioning in two States, Tamil Nadu and Uttar Pradesh.

First, the incentives. The national MDM scheme was introduced uniformly in all the States and Union Territories (UTs) in 1995 though it was in vogue in several States much earlier.

The free textbook/note book scheme is likewise in operation in all the States and UTs, the free uniform scheme in 24 States and UTs and the attendance scholarship scheme for girls in 14 States and UTs.

The study says that factors such as percentage of people living below poverty line, per capita expenditure on elementary education and percentage of the scheduled caste population are negatively associated with the girls' gross enrolment ratio (GER).

It says that increase in educational facility in rural areas and the number of female teachers in primary schools are likely to increase the GER of girls. ■

Whenever I go begging
at His door,
I lose whatever He gives me.
When He come to me asking
for alms, unlocking myself,
I find His secret jewels deep
inside.

Rabindranath Tagore

UN Prepares for 2001 Forum on Human Settlements

Preparations for a world conference on cities are stepping up as some 700 government and civil society representatives on 8 May began a week of strategy sessions at the Nairobi headquarters of the United Nations Centre for Human Settlements (Habitat).

"In the urban millennium, when over half of humanity lives in cities, the battle for a sustainable future is closely linked to the way local authorities manage our cities," said Klaus Teopfer, Acting Executive Director of Habitat, as the first preparatory session for "Istanbul + 5" got under way in the Kenyan capital.

Mr. Teopfer called on all participants to ensure that Istanbul+5, which will be held in June 2001, resulted in protecting the rights of the poor to adequate shelter. He drew attention to the "urbanization of poverty," and stressed the importance of responding to the needs of the poor through better urban governance, including "decentralization and participatory democracy."

The June 2001 UN General Assembly special session on urbanization will bring together governments and civil society partners to agree to steps to improve the lives of people in cities and better manage urban areas. Participants will also review progress over the past five years in achieving the goals adopted by 171 governments at the second UN Conference on Human Settlements (Habitat II), held in Istanbul in 1996. ■

India to host world meet on distance education

India will be hosting the Asian Regional Conference of International Council for Distance Education (ICDE) from Nov. 3-5 this year.

This was announced by Indira Gandhi Open University (IGNOU), which will be organizing the International Conference. The theme of the conference is "Open and Distance Learning in the New Millennium. What's for the new learners?". It will focus on the issues related to learners and learning in open and distant education.

Rapid technological advancement and their relevance to distant, open and flexible delivery systems have led to widespread media and technology use in distance education systems the world over, said the statement.

In the context of Asia and the developing nations, issues of technology need to be considered from the point of view of learners, who may have problems of access. ■

Polio 'red alert' in 4 states

The "red alert" has been sounded in Delhi, Uttar Pradesh, Bihar and West Bengal due to the large number of polio cases in these states.

While the disease is on its way out in the rest of the country, in these four states the polio eradication programme has been ineffective.

Officials from the Union Health and Family Welfare Ministry, WHO, UNICEF and Rotary International, chalked out several new measures to tackle

the disease in the four states. The new measures are:

- Beefing up the routine immunization machinery.
- District collectors will once again be involved in the programme to raise motivation levels.
- Local media will be used for publicizing the programme.
- Emphasis on pockets of minority concentration where many myths exist. One of them is that the vaccine cause impotency. ■

Interest in Penn State's New Web-Based Master's of Adult Education Degree Exceeds Projections: What's the Magic?

State College, Pennsylvania- Penn State's World Campus launched its Web-based Master's of Adult Education degree program with an enrolment of thirty students in the first course, in January 2000. As it turned out, the University received an overwhelming number of inquiries and twice the anticipated number of application.

"The response was overwhelming. Their Adult Education program is one of the top-ranked programs of its kind in the United States and draws substantial enrolments for on-campus courses, but the demand for this new World Campus program far outstripped our enrolment projections," said Dr. Eunice N. Askov, professor of education and program head of adult education.

Penn State, a pioneer in

distance education and now distance education in cyberspace, currently offers sixteen programs through its World Campus. Most of programs have been well received: however, the master's program is something of a phenomenon. ■

RCI starts distance learning courses

The Rehabilitation Council of India (RCI) has taken an initiative to launch distance learning courses to prepare a force of trained personnel who will help in rehabilitation of the disabled persons.

The outgoing chairman Dr. Thakur V Hari Prasad, says that two separate memoranda of understanding have been signed by the RCI with IGNOU and Bhoj (open) University, Madhya Pradesh for this purpose.

Dr. Prasad said the Council in collaboration with IGNOU, is developing certificate courses for the parents of the disabled children also, to facilitate their rehabilitation. The course would mainly focus on bringing an attitudinal change in such parents towards their handicapped wards. ■

D.Phil. Awarded to Bahuguna

Dr. A.K. Bahuguna, Senior Project Officer, Deptt. of Adult, Continuing Education & Extension, H.N.B. Garhwal University, Srinagar (Garhwal) was awarded D.Phil. degree in Non-Formal Education. Bahuguna completed the work under the guidance of Dr. Arun Misra, Director of the Department. The topic of the D. Phil. thesis was "A Critical Study of Population Awareness among People of Pauri Garhwal and the Impact of Educational Interventions". ■

India spends a measly amount on education

A 10 per cent jump in literacy in six years, from 52 per cent in 1991 to 62 per cent in 1997, appears to be a back-thumping achievement but the fact is that while India continues to be a laggard in education, it still spends far less than it should, to promote literacy.

The budgetary allocation for education is a meagre 3.4 per cent of the Gross Domestic Product (GDP) while it should ideally be 6 per cent.

The Parliamentary Standing Committee on Human Resource Development has told the HRD Ministry that taking advantage of the general trend for disinvestment of the public sector units and cuts into subsidies, the Government should prioritize the social sector, especially education and health, which form the core of human development. It has recommended that the Education Department should find ways and means for further development and promotion of education.

"Even the poorest of the poor are now demanding education for their children". The big snag of course, is the link between education and employment "which we are not able to break".

Equally, significantly State Governments are inventing ways and means of implementing literacy programmes within the limited and delayed funds available, without waiting for the Central Government to come to their rescue.

"The large number of pragmatic State-specific initiatives have been facilitated by the

framework of decentralized management of elementary education laid down by the 73rd and 74th Constitutional amendments".

According to an assessment of resource requirements, carried out by the Department of Elementary Education and Literacy, the additional resource requirement worked out to nearly Rs. 7,000 crore annually.

If the Government wishes to provide one room for every teacher teaching an average of 40 pupils, plus a room for the Head Master in every Upper Primary school and one Upper Primary school for every two Primary schools, the expenditure would be something like Rs. 11,350 crore.

Of this, the Budget provides only Rs. 1,500 crore; the rest would have to be procured from rural and urban employment programmes, MP/MLA funds Finance Commission awards, etc. The Mid Day Meal scheme, well proven as the Pied Piper for bringing children to schools, costs Rs. 2,500 crore to feed 50 million children. ■

UP Govt. to enrol 50 lakh children in primary schools

The Uttar Pradesh Government has launched a special campaign "School Chalo" from July 15 to identify and enrol 50 lakh children who are unable to attend schools, Minister of State for Basic, Normal and Adult Education Baleshwar Tyagi said.

Mr. Tyagi said besides identifying and enrolling the children in the age group of 6 to 15 years, the objective of the

R.N. Mahlawat Honoured

The Board of Directors, Governing Board of Editors, and Publications Board of the American Biographical Institute has recognized Shri R.N. Mahlawat for distinguished standing and been conferred with an Honorary Appointment to the Research Board of Advisors 2000. ■

campaign would be to create awareness among public. This would motivate those parents who do not send their wards to schools.

The minister said free textbooks will be distributed to all girl students and SC/ST boys from class I to class V of the all Parishadyia Schools at the end of the campaign in 60 DPEP districts.

Besides various cash prizes for Panchayats contribution most in this programme, a special prize of Rs. 25,000 will be given to the village Panchayat enrolling maximum girl students.

Slums, labour clusters, migrating communities and brick kiln workers are the specific target points of this campaign, he said.

With present literacy rate of 56 per cent, the State Government is planning 100 per cent literacy by the year 2005. There is 40 per cent school dropout rate.

The minister further said that out of Rs. 3,200 crore budget for basic education 96 per cent are spent on salary head only.

The campaign is a World Bank aided project Rs. 847 crore had been granted for this project by the Bank. ■

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New Delhi - 110 002

TO

South Zone Conference on Adult Education

The Indian Adult Education Association in collaboration with the Department of Adult Education, S.V. University, Tirupati organised the South Zone Conference on Adult Education on July 29-30, 2000 in Senate Hall of the University.

Shri Satyanarayan Moorthi, District Collector inaugurated the Conference. Prof. BS Garg, President, IAEA and Chancellor, Rajasthan Vidyapeeth, Udaipur was the chief guest. Principal Chandra Shekhar presided over the inaugural function. Shri KC Choudhary, General Secretary, IAEA

introduced the theme and object of the conference. Prof. N Niranjan Reddy welcomed the guests and delegates. More than 70 delegates from the States of Andhra Pradesh, Karnataka, Kerala, Tamil Nadu and UT Pondicherry participated. Among the participants three were District

Collectors and two District Officials apart from the Secretary of Karnataka State Adult Education Council, representatives ZSSs, JSSs and Universities and other organisations.

Working Paper of the

CECs by - Dr. T Kumaraswamy, KG Bharti and V Robert Dere Doss.

2. Continuing Education - Problems and Prospects by - Prof. Janardan Reddy

3. The problems faced by Neo-literates to attend to Continuing Education Centres by Dr. P Vasanta Kumari, Dr. K Sudha Rani & Dr. Uma Devi.

The Conference discussed the following issues in three separate groups:

Group I

The Role of Jan Shikshan Sansthan and the Training of CE Personnel
Contents, Methods and Materials.

Chairperson - Dr. Janardan Reddy, Rapporteur - MC Redappa Reddy

Group II

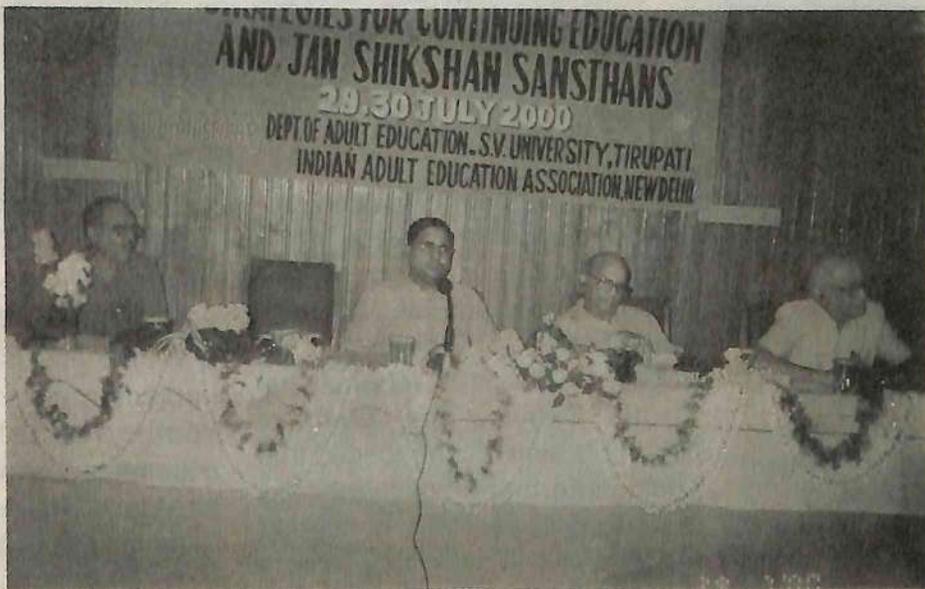
Learning Opportunities - Creation, Facility and Materials.

Chairperson : Dr. Mahendra Reddy Sarsani, Rapporteur : Dr. T Kumaraswamy

Group III : Income Generating Activities

Chairperson : Shri Dhruwa Narain, Rapporteur : Dr. Shyam

contd on page 2 col 1



Shri Satyanarayan Moorthi, (2nd from left) Dist. Collector inaugurating the conference. Sitting from L to R are Shri KC Choudhary, Gen. Secy., IAEA; Prof. BS Garg, President, IAEA, and Prof BB Mohanty, Vice-President, IAEA

conference prepared by Shri Prem Chand on behalf of the IAEA was presented.

The following papers were presented by the participants:

1. Influence of Training Materials and Community support on the performance of Preraks organising

CACEE Observed World Population Day

The Centre for Adult Continuing Education and Extension (CACEE), University of Kerala observed 11th July 2000 as World Population Day. A seminar was organized at the Peet Memorial Training College (Teacher Education) at Mavelikara, Alapuzha Dist which is one of the oldest Colleges of the University of Kerala. Teacher students (B.Ed.), Teachers and social activists actively participated in the seminar. The programme was inaugurated by Dr. V Reghu, Director-in-charge of the CACEE. Dr. Grace Annie Mathews, Principal, Peet Memorial Training College presided. In his inaugural address, Dr. V Reghu stressed the need for Population and Development Education in the Higher Education system.

A paper was also presented on the need for Population and Development Education followed by discussions in groups. The groups discussed on the relationship between population education.

All the groups presented their report in the valedictory session. The seminar was beneficial to teacher students and the community. Future programmes were also planned as a part of the World Population Day observation, 2000. ■

South Zone Conference....

contd from page 1 col 3

The group reports were presented in plenary session and discussed at length. Several recommendations were made.

Valedictory address was delivered by Prof. BS Garg, President, IAEA. Dr. P Niranjan Reddy presided.

Dr. Adinarayana Reddy proposed a vote of thanks. ■

International Youth Day, 12 August

The first celebration of International Youth Day will be observed on 12 August 2000. The idea originated with young people themselves who gathered at the first session of the World Youth Forum of the United Nations System, in Vienna, Austria, 27-29 May, 1991. The Forum recommended that an International Youth Day be declared, especially for fund raising and promotional purposes, to support the United Nations Youth Fund in partnership with youth organizations.

Subsequently, the first session of the World Conference of Ministers Responsible for Youth, hosted by the Government of Portugal in cooperation with the United Nations in Lisbon, on 8-12 August 1998, adopted a resolution proclaiming 12 August as International Youth Day.

At its fifty-fourth session, the General Assembly, endorsed the recommendation made by the World Conference of Ministers Responsible for Youth that 12 August be declared International Youth Day. The General Assembly also recommended that public information activities be organized at all levels to support the Day as a way to promote better awareness, especially among youth, of the World Programme of Action for Youth to the Year 2000 and Beyond.

The Preamble of the World Programme of Action states that "Young people represent agents, beneficiaries and victims of major societal changes and are

generally confronted by a paradox to seek to be integrated into an existing order or to serve as a force to transform that order. Young people in all parts of the world, living in countries at different stages of development and in different socio-economic settings, aspire to full participation in the life of society."

The World Programme of Action notes ten priority areas: education, employment, hunger and poverty, health, environment, drug abuse, juvenile delinquency, leisure-time activities, girls and young women, and full and effective participation of youth in the life of society and in decision-making. For each of those issues, the Programme of Action reviews the nature of the challenges and presents proposals for action. It also recommends action at national, regional and global levels to implement the Programme.

On this first International Youth Day, attention should be focused on the World Programme of Action and how it can be best implemented for, by and with youth. It also should be recognized that young people cannot effectively deal with the impact of globalization on their lives by remaining passive and silent. New partnerships are needed at all levels, between youth, between youth and Governments, and between youth and the United Nations. International Youth Day is an opportunity to review such partnerships and strengthen them. ■

"State-sponsored Literacy Programmes Belie Expectations....."

"Conventional Literacy campaign cannot eradicate the darkness that overshadows the lives of the deprived and the poor in our society," said Mahasweta Devi after receiving the prestigious "Tagore Literacy Award" for 1998, instituted by the Indian Adult Education Association (IAEA), New Delhi.

India Council for Mass Education and Development (AICMED), the co-organisers of the function.

Recipient of the 'Padmasree' title, and numerous national and international awards including the 'Jnanpith' and the 'Magsaysay', Mahasweta Devi is better known for her valuable contribution to

blank that the present state-sponsored literacy campaign has not achieved the desired results with a large section of the rural people still remaining backward and illiterate, and emphasized the need for functional literacy activities to sustain the literacy programme among the under privileged. She recalled her

The award carrying a plaque, a shawl, a citation and Rs. 11,000/ was announced at the 49th annual conference of the IAEA held at Lucknow in March, 2000, and was awarded to the eminent literatuer, in absentia, for her special contribution towards

eradication of illiteracy and promotion of continuing education among women, particularly of tribal areas.

Mahasweta Devi received the award at a special ceremony at the 'Basu Bijnan Mandir', Calcutta organised by the West Bengal State Branch of the IAEA on 24 June this year. It was handed over to her by Dr. Smt. Phulrenu Guha, President of All



Smt. Phulrenu Guha, President, All India Council for Mass Education and Development presenting the award to Smt. Mahasweta Devi. Also seen in the picture are Smt. Rajshri Biswas, Secretary, Calcutta State Branch (IAEA) and Prof. Dilip Mukhopadhyay, Director, Indira Gandhi Centre for National Integration.

Bengali literature and for her long years of social work particularly among the tribal people of West Bengal.

But her significant contribution to the production of literature for the neo-literates has now been recognised. She has already written a series of books for the new learners under the series-title 'Ananda Path'.

Mahasweta Devi, in her characteristic manner, stated point

'untouchable' sweeper-maids carrying night soil.

Among the others, who spoke on the occasion were Smt. Rajashree Biswas, Secretary, West Bengal State Committee of Indian Adult Education Association and Prof. Dilip Mukhopadhyay, Director, Indira Gandhi Centre for National Integration, and Editor, 'Adult Education and Development', the organ of AICMED. ■

Gone far, but still more miles to go...

The Human Development Report 2000 -- released recently -- contains plenty of good news for India. The country has moved up four notches to 128 on the human development index (HDI) and has been complimented for putting human rights at the core of its development strategies.

The annual report ranks 174 countries in terms of life expectancy, educational attainment and income. The special focus this year is on human rights.

Though the report contains positive references to India, there is little room for complacency. The UNDP makes it clear that the country still has a long long way to go. The bottom line: "The state, as a primary duty bearer, has the responsibility to do its utmost to eliminate poverty by adopting and implementing appropriate measures".

Human Rights: India has been complimented for its commitment to human rights but lest our politicians start patting themselves on the back, it is the judiciary and NGOs that the UNDP seems especially pleased with. It notes how public interest litigation cases have been used to secure the social and economic rights of citizens when the state has failed to discharge its duty. However, the shortage of judges and the overwhelming backlog of cases strangle the rule of law. The report notes that in India, there are more than 2,000 pending cases per judge.

Poverty and reforms: The report says that instead of signing a secretive agreement on reforms with international financial

institutions, India debated its options more openly than most countries undergoing similar reforms. In terms of impact, the report says India's economic reforms have produced the most rapid growth in its history. Though poverty has fallen from 54 per cent of the population in 1974 to 39 per cent in 1994, the UNDP says widespread poverty and equality still exist in the country.

Education: India has failed in its endeavour to provide universal primary education, says the UNDP and quotes the findings of a survey that 30 per cent of all children aged six to 14 years -- about 59 million children -- are out of school.

The country's Constitution, it points out, has failed to make mandatory primary education a right for all citizens. The report also says that resources are not a critical constraint since countries with similar constraints, such as China, have legal guarantees for this right.

Women: The reservation of 33 per cent seats for women in panchayats is cited as another plus for India. As a result, more than one million women have been elected to the three-tier panchayats, indicating that women are now finding a space and voice in the hitherto male-dominated decision-making structures. Social norms and traditional attitudes, however, continue to impede their access to education. Surveys show how girls are discriminated against and that those living in rural areas and those belonging to the Scheduled Castes and Tribes are even more vulnerable. Against the national literacy rate of 52 per cent, the literacy rate for women is 39 per cent and that of SC only 18 per cent. ■

Did you know that...

☞ \$8 trillion dollars has been spent on nuclear weapons along since 1945. Estimated public expenditure on education during the same period represented less than 0.5% of this.

☞ Most industrialised countries maintain a ratio of at least one researcher for every 500 inhabitants. The ratios in the developing countries are generally below one researcher for every 2,000 inhabitants.

☞ 29 countries around the world don't have any daily newspapers.

☞ There is an average one television set for every four inhabitants of the world. In the more developed regions, there is one television for every two persons, and in the less developed regions there is one for every six persons.

☞ To purchase a computer would cost the average Bangladeshi more than eight year's income; the average American just one month's salary.

Source
UNESCO's Institute for Statistics

33 Crores Illiterates in India

There are as many as 32,88,79,000 illiterates including 20,05,17,000 women in the country. This was informed by Sri Murali Manohar Joshi, Minister for Human Resource Development.

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

Education: HRD Ministry's Annual Report

The Human Resource Development (HRD) Ministry's 1999-2000 annual report paints a rather rosy picture of the primary education scenario; claiming that 70 per cent of the country's children between the age of six and 14 are regularly attending school. This figure contradicts those put forward by the Ministry's own ambitious multi-crore "Education for All" scheme, which is meant for the same age group.

Quoting a recent household survey, the Ministry's annual report (brought out by the Departments of Elementary Education and Literacy, and Secondary and Higher Education) says: "Significant strides have been made.... (and) nearly 70 per cent of (children) in the 6-14 (age) group children are attending schools."

This assertion is a little curious, given the fact that the HRD Ministry is cleaning the decks to give green signal to the "Education for All" scheme designed to make primary education a fundamental right and thus bring in 100 per cent literacy. It also puts the primary education figure at just 66 per cent.

In fact, the scheme is said to have been formulated taking into account all primary education schemes run by the Government till date, and will cost the Government exchequer around Rs.10,000 crore over the next 10 years of implementation. A committee consisting of state Education Ministers has been set up under the chairmanship of the Union HRD Minister for the

smooth implementation of the scheme. The committee is also expected to oversee the scheme which is take into account the ground realities.

As per the official statistics serving as the baseline for the project, there are over 20 crore children between the age group of 6-14 years but only 14 crore go to school. The figures also claim that only 3.5 crore girls and 2.5 crore boys do not go to school and fall outside the ambit of any formal or informal schooling.

Developing World Elderly to Double by 2025

A doubling of the number of older people in developing countries in the next 25 years will amount to "an unprecedented demographic revolution," says a new report by UK based Help Age International. By 2025 there will be 850 million people or 12 per cent of the total world population, over the age of 60. By 2050, the proportion is projected to rise to 20 per cent.

The report maintains that the trend will create "additional challenges for hard-pressed government and aid agencies," and urges them to consider aging populations in their health and social services planning.

In Africa, the number of older people will increase from 23 million in 1980 to 102 million in 2025. In Kenya alone, there are an estimated two million people, or 6.5 per cent of the population over 60, according to Joshua Terer, Permanent Secretary in the Ministry of Home Affairs.

Michael Edwards of the World Bank says the Help Age

From Words to Action

Delegates from 181 countries attending the World Education Forum in Dakar (Senegal) adopted a Framework for Action committing their governments to achieve quality basic education for all, with a special focus on education for girls.

The six goals they have set themselves include; expanding and improving comprehensive early child care and education, especially for the most vulnerable and disadvantaged children; ensuring that by 2015 all children, especially girls, children in difficult circumstances and from ethnic minorities have access to and complete free and compulsory primary education of good quality, ensuring that the learning needs of all young people are met through equitable access to appropriate learning and life skills programmes; achieving a 50% improvement in the levels of adult illiteracy by 2015; eliminating gender disparities in primary and secondary education by 2005 and achieving gender equality by 2015; and improving all aspects of the quality of education to achieve recognized and measurable learning outcomes for all - especially in literacy, numeracy and essential life skills; More details at:

<http://www.2.unesco.org/wef>

International report "argues convincingly that older people are a resource for all our futures, whose rights must be respected and whose contributions acknowledge in all that we do" ■

Women in India better off but not quite: UN report

After the Human Development Report, the Progress of the World's Women Report and like the UNDP document, which lauded India for significant improvements in the human development index, the UN Fund for Development of Women (UNIFEM) scorecard has given India credit for efforts at gender equality but underlined that the country still had a long way to go.

"The advances toward gender equality have been uneven and there is still a long way to go to make the promises made at Beijing a reality", was the verdict of the report summarised by UNIFEM regional programme director Chandni Joshi.

The report notes India has improved its score in education, employment and per capita income of women, but has not improved women's representation in Parliament, removed their unequal wages or lessened their debt burden. These, in fact, have deteriorated, the report says.

Stressing the need to give women a place in decision-making structures, the report says greater equality in the number of women holding political office is important as it gives women a greater say in determining laws and policies which regulate women's progress. While governments have endorsed 30 per cent representation to women in political positions, the report says, only few countries -- Sweden, Denmark, Germany,

Finland, Norway, Iceland, the Netherlands and South Africa -- have met this target. In India, there are only a dismal 8.9 per cent women MPs. ■

Distance Education Meet

India will host the Asia Regional Conference of International Council for Distance Education (ICDE) from Nov 3-5, 2000. It shall be organised by the India Gandhi National Open University.

With the theme of the conference being "Open and Distance Learning in the New Millennium. What's New for the Learner?" the focus will be on issues related to "Learners" and "Learning" in Open and Distance Education.

The conference has been planned to discuss and deliberate on all issues which are significant for the learners. It will focus on the variety of means including paper presentations, poster sessions, panel discussions and plenary talks.

The sub-themes include Information and Communication Technologies, Individualizing Mass Learning, Managing Learner Centredness and Cultural and Ideological issues.

Rapid technological advancements and their relevance to distant, open and flexible delivery systems have led to widespread media and technology use in distance education systems the world over.

In the context of Asia and the developing nations, issues of technology need to be considered from the point of view of learners, who may have problems of access. ■

Maharashtra Branch Executive Meets

A meeting of the Executive Committee of Maharashtra State Branch of Indian Adult Education Association was held in Mumbai on June 4, 2000 under the chairmanship of Shri BN Kamble.

It was decided to organise Workshop on "Workers Education, Health and their Safety" in October 2000. It was further decided to arrange the programme of "free distribution of Exercise Books" to the needy, poor and deserving students staying in slums. Accordingly, in a function on 28.6.2000, 5,000 Note Books were distributed free of charge.

It also organised a Medical Camp for the free check-up of the suspected cancer affected persons, residing in surrounding slum area on 30 July in collaboration with Cancer Patients Aids Association, Mumbai. Nearly 350 persons took the advantage of this Free Medical Check Camp. ■

Beauty of stone

A child, on the way to school, noticed a sculptor working on a stone with hammer and chisel. Some days later, the child was surprised to see a magnificent statue emerging out of the stone. The child asked the sculptor. "How did you know that this beautiful statue was hidden inside the stone?"

"Every piece of marble has a statue in it waiting to be released - As the sculptor to the stone, so the teacher to the child.

- Confucius



Sankhdher, B.M. Ed. **Education System From 1888 to End of 19th Century**. New Delhi, Deep & Deep. 1999, p 738.

The book is divided into twelve chapters. Chapter one is on progress of education in India. Chapter two is on secondary education in India. Chapter three and four are on primary education in India and training schools in India. Chapter five, six and seven deal with technical education in India, European education in India and education of Indian chiefs, noblemen and backward classes. Chapter eight is on private educational institutions in India. Chapter nine and ten are on hostels and boarding houses for students in India and physical and moral training in educational institutions in India. Chapter eleven is on educational conference in India. The last chapter is on textbooks and libraries for educational institutions in India, etc.

National Council for Teacher Education. **Human Rights and National Values : Self-Learning Modules for Teacher Educators**. New Delhi, National Council for Teacher Education, 1999, p 159.

The contents of the book are meant to generate discussions and activities in the school settings. The teacher educators

will do well to invite more active participation from the pupil teachers. Mere awareness would surely not suffice. During the course of teacher education too, there would be opportunities for application of the contents covered in the book, both among the teacher pupils and in interacting with the community in the adjoining areas. Such interactions are more relevant for sensitization of the pupil teachers.

Gedam, Ratnakar. **Statistical Profile of India - 1999**. New Delhi, Deep & Deep. 1999, p 267, Rs.550.

This book presents most important data, models and facts for ready use. Tables are prepared keeping in view the needs of decision-makers, research scholars and teachers. The emerging pattern of economic growth in India has been included to show that 8% growth GDP at constant prices is feasible. Though planners and decision-makers are conservative in their approach, the reality is the GDP growth of exceeding 9% per annum would be recorded after 2004-5. Savings are likely to touch 30% of GDP plus FDI of about 5% would lead to an investment rate of about 35% and with incremental-capital-output ratio (ICOR) of 3.75, the GDP growth would be 9.3% per annum. The rate of saving in 1996-97 26.1% of GDP and rate of capital formation in 1996-97 was 27.3%. Therefore, savings would easily

reach the level of 30% in next 3 years. This puts India on high growth trajectory. The recession in industry is temporary phenomenon. Indian economy is insulated from the kind of financial crisis noticed in south-east economics, where FDI and portfolio investment constitutes over 40% of GDP. Planning in India is criticised therefore a chapter on stylised facts is also included.

Prasad, Anirudh. **Voluntary Action and Rural Reconstruction : The Gram Bharti Experiment**. New Delhi, Inter-India Publications, 1998, p 216, Rs.200.

The book is divided into ten chapters. Chapter one and two discuss the importance of subject matter, aims and objectives of the study, and the research methodology. The third chapter deals with the social setting of the Blocks wherein the Gram Bharti has been operating. The fourth chapter covers the ecology and environmental settings of the clusters. It includes the status of forest, soil, water, energy and fertility of the natural resources of the area where the beneficiaries of the Gram Bharti reside. Chapter five and six discuss the activities and programmes of the Gram Bharti in its historical, theoretical, ideological and empirical perspectives. Chapter seven and eight cover the emergence of Gram Bharti in Bihar state,

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background and activities of Gram Bharti since its inception, and its role in Bihar's economy, and particularly in regional economy. The ninth chapter is devoted to assessing the impact - social, economic, cultural and rural change of the programmes on the life and living conditions of the people and the community as a whole. The last chapter provides a summary of the findings, problems faced by Gram Bharti and suggestions to solve them.

Ruhela, S.P. Ed. Indian Society and Education in 2010 : Futuristic Perceptions of Indian College Youth. Delhi, Indian Publishers' Distributors, 2000, p 156.

The present book 'Indian Society and Education in 2010' (Futuristic Perceptions of Indian College Youth) is a serious attempt in this very direction. It is comprehensive and rich collection of futuristic essays by 30 college youth in Delhi, in which they have presented their learnings from futurologists, experts; journalists and educationists on the one hand, and their own understandings, ideas, views and future scenarios of the preferred future shape of Indian society in the year 2010 and the features of the educational system therein, on the other.

Rao, V.K. and Reddy, R.S. **Environmental Education**. New Delhi, Commonwealth, 1997, p 248, Rs.450.

This book is to present a balanced view of the diversity of issues that relate to the environmental education and to provide the fundamental information that will allow students to understand the complexities of those issues. The other goal for preparing these volumes is to focus on underlying principles and the exciting advances in understanding that have characterised.

REGISTERED NEWSPAPER

Indian Adult Education Association
17-B, Indraprastha Estate
New Delhi - 110 002

TO



Nehru & Tagore National Literacy Awards Declared

Prestigious Nehru and Tagore Literacy Awards for 2000 instituted by the country's oldest national level apex organization - Indian Adult Education Association, New Delhi have been declared by the JURY of the Awards.

The 34th Nehru Literacy National Award has been conferred on Dr. Lakshmidhar

its kind in the world. Dr. Mishra built up the foundation of a mass movement for functional literacy, post literacy and continuing education in over 250 districts in a short period of two years i.e. 1990-1992. Over 500 districts have now been covered under this innovative and unconventional approach of Total Literacy Campaign, which he had pioneered in the 90s. He had created a history in the field of open learning. He had paved the way for creating a Learning Society, which is the need of the day.

Dr. Mishra has served as Director General of CAPART, Additional Chief Secretary, Govt. of Orissa. He has written 11 books and presented more than 150 articles on the topics related to Adult & Workers Education, Child Labour, bonded labour and women in the industry.

The 14th Tagore Literacy Award has been conferred on an internationally known social worker, philanthropist and adult educator - Mrs. Shanta Trivedi. Mrs. Trivedi hails from Rajasthan, where she has been serving since last five decades in the areas of women welfare, upliftment of minorities and downtrodden

communities. She has been Chairperson of Rajasthan Mahila Parishad. Many Awards have been conferred on her for outstanding and selfless services. She was awarded 'Samaj Bhooshan Puraskar' in 1986 by the then Governor of Rajasthan. She was also awarded 'Premadevi Award' in 1993. She is associated with several National



Dr. Lakshmidhar Mishra



Smt. Shanta Trivedi

Mishra, currently Union Secretary to the Government of India in the Ministry of Labour. He served as the first Director-General, National Literacy Mission, the biggest of

and State level organizations.

Each award carries Rs.21,000/-, Shawl, Plaque and Citation.

Congratulations!

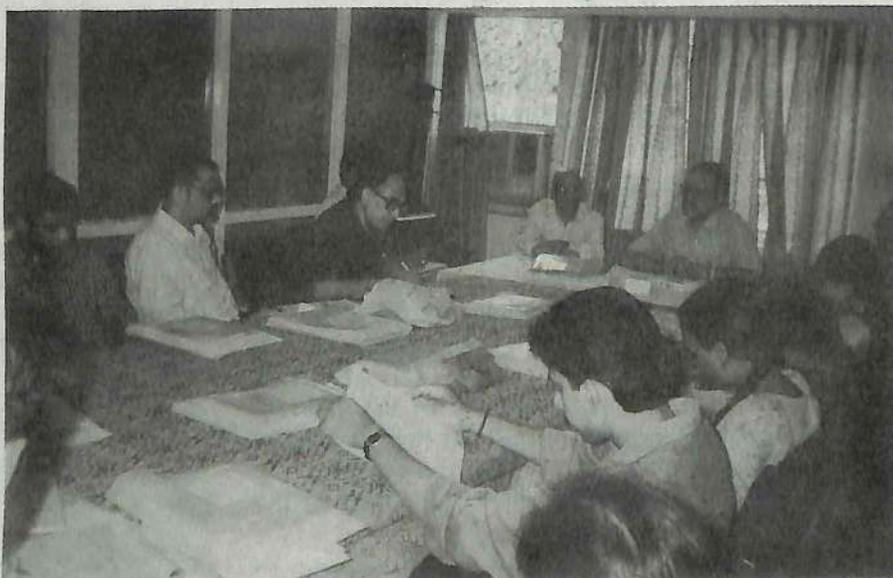
Report on Research Methodology Course

A short Course on "Research Methodology and Recent Developments in Adult Education" was organised by the Indian Adult Education Association in collaboration with the Group of Adult Education of Jawaharlal Nehru University, New Delhi at the premises of the Association during August 28-September 5, 2000. The purpose of the Course was not only to provide an overview of current policy and programmes of adult continuing education but also to impart basic knowledge and skills to the participants in undertaking research and evaluation studies.

The Course was inaugurated by Prof. BS Garg, Chancellor, Rajasthan Vidyapeeth and President, IAEA on August 28, 2000. In his inaugural address, Prof. Garg highlighted the importance of research in strengthening the adult education programme and said that the IAEA has been showing keen interest in research and has been organizing regular courses, workshops and seminars. Prof. SY Shah, the Director of Course, briefed the participants about the

objectives, contents and methodology of the course. Shri KC Choudhary, Secretary, IAEA, welcomed the participants and hoped that the course would be beneficial to the participants who have come from different parts of country.

The course was attended by 20 participants belonging to SRCs, NGOs and University Departments of Adult Continuing



Shri Mohan Kumar, Addl. Director, Directorate of Adult Education addressing the participants

Education of twelve states viz; Kerala, Tamil Nadu, Andhra Pradesh, Karnataka, Orissa, Assam, Madhya Pradesh, Rajasthan, Uttar Pradesh, Bihar, Himachal Pradesh and Delhi.

The Course content was decided in consultation with experts and based on the feedback provided by the participants of earlier course. Following themes were covered in the course through lectures, discussions, self learning and

group work: (i) Current Policy and Programmes of Adult Education in India; (ii) Recent Developments in Adult Education - EFA 2000; (iii) Open basic education; (iv) Technique of writing for neoliterates; (v) Population Education; (vi) Different types of research and evaluation studies; (vii) Qualitative and Quantitative methods of research; (viii) Ethnographic research; (ix) Action Research; (x) Participatory methods; (xi) Feminist Perspective; and (xii) Use of interest and various websites on Literacy. One of the highlights of the course was a field visit to the Bio-informatics Centre of Jawaharlal Nehru University where the participants get an opportunity for hands on training in computers. The course enabled the participants

to review and discuss twenty selected research and evaluation studies in adult education and also view some of the relevant films. The following experts served as resource persons for different sessions: Prof. NK Ambasht, Chairman, National Open School; Prof. RM Kalra, Fellow, Nehru Museum Library; Prof. SK Bhatti, Head, Deptt. of Extension Education, Jamia Millia

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NLM Observes International Literacy Day

National Literacy Mission celebrated 34th International Literacy Day in Vigyan Bhavan on 8th September. Vice-President Hon'ble Shri Krishan Kant was Chief Guest and Union Minister for Human Resource Development Dr. Murlī Manohar Joshi delivered key-note address.

Smt. Achala Manlik, IAS, Union Secretary for Elementary Education and Literacy welcomed the guests.

Speaking on the occasion Vice-President Shri Krishan Kant expressed his grave concern that the number of illiterates today exceeds the population of the

by 11% as against the male literacy rate of 9%. The total number of illiterates in the country will actually show a significant decline in the next few years.

Smt. Krishan Kant presented various prizes.

The Satyen Maitra Memorial Awards were given to two districts, Nawahshahr (Punjab) and Aligarh (Uttar Pradesh), for their excellent performance under the Adult Education Programme, while Shimla and Hamirpur districts of Himachal Pradesh got the awards for their performance in the Post-Literacy Phase.

The UNESCO-National

New National Vocational Education Policy

The Central Government, in a major initiative, is set to announce a comprehensive National Vocational Education Policy - the first of its kind. The formulation of the policy by the Centre comes with the ever-increasing demand for skilled workforce from across the world.

Government sources said that India, as a major player in the ongoing economic globalisation, is set to emerge as a significant provider of trained manpower following the implementation of the new policy.

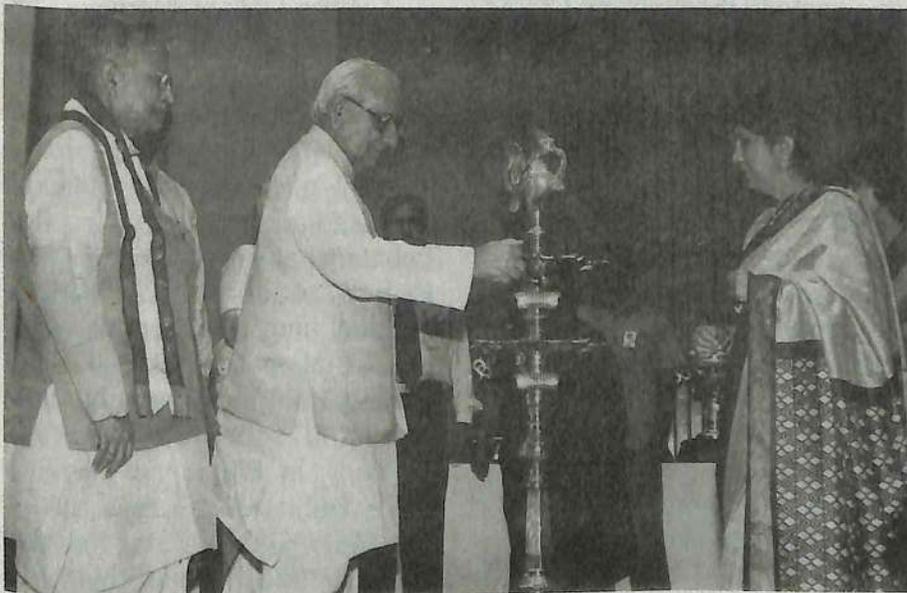
The policy that will be distinct from the existing Educational Policy Statement of 1986 is aimed at meeting the demand for skilled labour in the face of fast-track technological development, marked by unprecedented changes in the work culture, both within and outside India.

The new policy initiative envisages restructuring of the existing vocational training structures and broad-basing the stake-holders by including other providers of such programmes in a big way.

Sources said that an autonomous statutory apex body would replace the existing National Council for Vocational Training and Central Apprenticeship Council following the implementation of the latest government initiative.

In the new scheme, vocational training will include pre-servicing training, apprenticeship, in-service training, upgradation of skills in vocational training centres of existing employees and training for new occupations.

The new policy will take into account all aspects that were not addressed by the Education Policy. The main thrust would be on training a huge number of educated unemployed across the country for



Hon'ble Vice-President Shri Krishan Kant inaugurating the International Literacy Day 2000 at Vigyan Bhavan, New Delhi. Standing on his right is Dr. Murlī Manohar Joshi, Union Minister for Human Resource Development, Govt. of India.

country at the time of independence. It is of no credit to us that in terms of persistence of endemic illiteracy, we compare with Sub-Saharan Africa.

Dr. Murlī Manohar Joshi in his key note address, said that the literacy rate had grown rapidly in rural areas as against urban areas in the last six years. The female literacy rate had increased

Literacy Mission awards were given to the State Literacy Mission authorities of Karnataka, Kerala, Rajasthan and UP. National Essay Competition awards were also presented to 32 contestants on the occasion.

Shri Bhaskar Chatterjee, IAS, Director-General, National Literacy Mission proposed a vote of thanks. ■

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International Literacy Day 2000

Education means total personality development. Gandhiji while explaining the concept of education for life said, "Adult education is a matter of teaching the art of living. A man who masters the art of living becomes a complete human being. Adult education is education through life. It means that educators must not teach the people from outside. They must live with the people in the villages and help them to see the needs for themselves and how to fulfill them with their own efforts." Education is a life long learning experience. Each one of us in this world needs to continue to learn in one sphere or the other. Thus literacy alone is not the aim of Adult Education.

The National Policy on Education (1986) has given an unqualified priority to three programmes for eradication of illiteracy. These are Universalization of elementary education and universal retention of children upto 14 years of age, the National Literacy Mission which aims at making non-literate persons in 15-35 age group literate, and a systematic programme of non-formal education in the educationally backward States.

National Sample Survey organisation (NSSO) brought out a consolidated picture of literacy as from the time of the last decennial census in 1991. Their findings show a jump of 12 percentage points in just 7 years from 1991 to 1998. The literacy

rate has grown more rapidly in rural areas as against urban areas in the last 6 years. The female literacy rate increased by 11% as against male literacy rate of 9%. The most significant fact brought out by them is that the total number of illiterates in the country will actually show a significant decline in the next few years.

Literacy rate has risen from 52% in 1991 and 62% in 1997 and is about 65% today. Concerted efforts were required to see that the achievements of the decade are consolidated. In this context, the National Literacy Mission has made continuing education a necessary component of its activities. The most inspiring factor of the decade has been the manner in which people from all walks of life came forward, and in their different capacities, contributed to the goal of universal literacy. Strong political will must be completed by partnerships with NGOs, the private sector, panchayats and the people. In that sense, it is and must remain truly a people's movement.

The district literacy societies not only oversee and run literacy programmes, but they now also synergise their strengths with those of local youth clubs, mahila mandals, voluntary agencies, Panchayati Raj Institutions, small scale industries, cooperative societies, rural library network etc. In fact the basic approach which has developed over the 10 years is in making the initial campaign phase into a mass programme

where administration is instrumental but consciously nurturing greater space for leadership by NGOs and community.

In a meeting called by UNESCO in Amman four years ago, we had affirmed that education was empowerment; that it was "the key to establishing and reinforcing democracy, to development - both sustainable and humane - and to peace founded upon mutual respect and social justice. Indeed, in a world, in which creativity and knowledge play an ever greater role, the right to education is nothing less than the right to participate in the life of the modern world."

When I talk of illiteracy or the eradication of it in our country, I feel uncomfortable inside because historically, I am not talking of ancient times, but even before the colonial rule, we were quite an educated and enlightened society. Scholars have researched into the British records and archival material and found reports which state that in Bengal and Bihar around 1820 there were hundred thousand schools in villages. Similarly, in Bombay presidency there were not a single village which did not have a school and in larger villages one could find more than one school. If we take into consideration the population at that point of time we will see that hundred thousand schools in Bengal and Bihar is not a small number. Similarly, schools were spread all over Punjab. It is only in the colonial time, there was a deliberate attempt to mould our educational system which catered

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'Literacy and education must for better world'

We will mark the first International Literacy Day of the twenty-first century on 8th September, 2000. It is an occasion to celebrate the power of literacy and education in promotion tolerance, understanding and peace among all people. It is an opportunity to recommit ourselves to an investment that yields immeasurable dividends in changing the lives of the poor and vulnerable of this earth, and in protecting all life on this planet said the UN Secretary General, Kofi Annan, in his message.

Literacy and education are the foundations upon which all our endeavours to create a better world must be built. Literate people are empowered to make better choices and lead fuller lives. They are productive workers. Economic development, social progress and human freedom all depend on the establishment of a basic level of literacy in all countries of the world.

There are 880 million adult illiterates in the world today. Two thirds of them are women. Out of more than 110 million children who are deprived of basic education, two third are girls. Experience has shown that investment in girls' education and the consequent empowerment of women translate directly into better nutrition, health and economic performance for their families, their communities and, ultimately, their countries.

As we look back on the

previous century, we do have some achievements to celebrate. Over the past 30 years, the percentage of adult illiterates in the world has declined steadily. In the next century we must do even better. As we mark the first International Literacy Day of the Millennium, let us recognize that the right to literacy is universal.

Let us recognize that literacy is a prerequisite for the achievement of all our goals—freedom from fear, freedom want and sustaining our lives on this planet. Let us not rest until we have stamped out illiteracy from the face of this Earth", he said. ■

Unesco award for Rajasthan Literacy Mission

The Rajasthan State Literacy Mission Authority has been selected for the prestigious Unesco National Literacy Mission prize for this year.

The prize comprises 500 dollars, a trophy and a certificate of merit. Shri Bhanawat, State Director for Adult Education received the award.

Rajasthan has bagged prizes for outstanding achievements on the literacy front for the past five consecutive years. Five districts in the State, Pali, Sikar, Udaipur, Chittaurgarh and Jalore, have bagged the "Satyen Maitra" prize during the past four years.

The sources claimed that Rajasthan had achieved a record increase in the literacy rate during the last decade. Of the 91 lakh illiterate people between 15 and 35 years, 58 lakhs were made literate in the literacy mission activities. ■

Government moots free education for kids up to 14

The Govt. proposes to provide free education to all children between the ages of six and 14 years, the Rajya Sabha was informed Human Resource Development Minister M M Joshi said as per the Saikia Committee Report in 1997, an additional Rs. 40,000 crore was needed for elementary education over five years.

The Tapas Majumdar Committee made an assessment of an additional requirement of Rs. 1,37,000 crore for universalization of elementary education over a period of ten years. Most recent surveys indicate that more than 70 percent children in the 6-14 age group are attending schools, he added. ■

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national vocational education policy

meaningful, skill-oriented employment. While recognising the limitations of additional resources from governments to take care of the growing number of educated unemployed, the policy entails funding from the private sector for the proposed ambitious training programmes.

Significantly, the new vocational education policy is marked by specific provisions for improved participation of women, disabled and other disadvantaged groups in vocational training.

While ensuring adequate functional autonomy to all the vocational training institutions across the country, the policy will provide a new training ethos with multiple entry/exit points coupled with a flexible delivery system. ■

World Population Day Celebrated

The World Population Day was celebrated in Gujarat Vidyapith under the presidentship of Shri Govindbhai Raval, Vice-Chancellor, Gujarat Vidyapith

The Population Education Resource Centre (PERC) of Gujarat Vidyapith started a Telephonic Counselling Service, as a part of PE Program -mes with a view to creating awareness among adolescent boys and girls about various issues like Physical, Mental and Emotional changes occurring during Adolescence, STD, HIV, AIDs etc. and offering them necessary and

In 2051 the World Population will reach the number of 900 Crores. While the combined Population of India & China will be about 340 Crores. Poverty, scarcity, shortage of nutritive food, health, hygiene, education hygienic residence and opportunity for development etc. can be very rightly attributable to this unwanted increase of Population.

Then Dr. Sandhyaben Thaker, Director of PERC said, "Every new born child must be given complete facility of education, nutritive food, growth and development in to an ideal citizen of India who can lead a very happy life and be a committed citizen of India. She also declared that Ms. Ushaben and Shri

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Research methodology course..

Islamia; Prof. Anita Dighe, Director, Centre for Extension Education; Dr. R Govinda; Dr. K Sujatha and Dr. Pramila Menon from NIEPA; Dr. Rajesh from Delhi University; Dr. Mohan Kumar and Smt. Kusum Vir from the Directorate of Adult Education; Shri Prem Chand, Consultant, IAEA; Ms Jaya and Shalini from Nirantar and Prof. Subba Rao, KS Chari and Prof. SY Shah from JNU. Shri Dua, Ms Shalini Gusain and Shri OP Swamy coordinated the activities at IAEA and JNU respectively.

The valedictory address was given by Shri Vishnu Kumar, IAS, Director, DAE who also presented the certificates to the participants. In his address Shri Kumar appreciated the initiative taken by the Association in organising the Course and mentioned that the DAE would be strengthening research by introducing a special scheme on research project. In this connection, the DAE has already organized two workshops in Feb-Mar 2000. Congratulating the participants, Shri Kumar hoped that they would show more interest in research activities at their respective institutions. Shri KC Choudhary, Secretary, IAEA thanked Shri Vishnu Kumar for sparing valuable time and delivering valedictory address and Prof. SY Shah who devoted the entire time and energy for the successful organisation of the Seminar and also Jawaharlal Nehru University for collaborating with the Course. ■



Shri Arvind Pulikkal, Co-ordinator, UNFPA inaugurating the function.

adequate guidance and suggesting proper measures for the same. PERC is funded by U.G.C. - UNFPA.

The function was inaugurated by Shri. Arvind Pulikkal Co-ordinator of UNFPA, Gujarat State.

Prof. Kanubhai Naik, Principal, M.D. Mahavidyalaya laid stress on one of most important eleven vows named "Brachmcharya" (Celibacy) narrated by Gandhiji.

Kaushikbhai Desai would offer this Counselling Service telephonically or in person.

The Chief guest Mr. Arvindbhai Pulikkal said that it was the demand of the day that we would have to frame a profound population policy at National as well as State Level. Women are deprived of so many human facilities of development traditionally. ■

International Literacy Day

to the specific needs of the rulers. These are the historical facts because of which we slipped down from a learned society to a society of uneducated people. We must, therefore, reiterate our commitments to turn this country not only into a literate and educated country but to an enlightened country as we were most of the time in our history.

The literacy programmes in India have made their impact towards empowerment of women, health and hygiene and education. It has led to gender equity, improvement of status of women within families, boost their self-confidence and leadership qualities, collective action against social evils, and formation self help groups. The literacy programmes has taught them the value of depositing a part of their earnings in banks and thus access to micro credit. With the result, they are fast emerging as entrepreneurs, as a result of literacy efforts. Mother's education has led to improved health, restricting the size of family, reduction of infant mortality rates and realization of immunization target and family welfare goals with improved child rearing practices and reduced birth rates. Neo literates take more interest in education of their children, interacting regularly with teachers.

The highest ideal of education enunciated in ancient texts is 'Saa Vidya Yaa Vimuktaye' - Education is that which liberates the mind. True education helps to develop all three - heart, mind and soul. This is the essence of India's Literacy initiative. In this endeavour every Indian should contribute in whichever way he or she can.

On the occasion of International Literacy Day 2000, let us reaffirm our determination to bring full literacy to our people by the year 2005 and it is my hope that all sections of opinion will be with us in implementing our National Literacy Programme. We have made significant gains in the recent past. Since the census of 1991 we have achieved a remarkable growth rate of approximately 1.8% per year reaching the unprecedented level of 64% at the end of 1998. We have shown how a national movement with the people's involvement can generate massive enthusiasm and rapid progress. Today, we stand on the threshold of a massive breakthrough and I call upon the United Nations and its agencies, the International donor agencies, all the States of the Indian Union, NGOs, the private sector and indeed every single individual to place literacy at the very top of their agenda. Let all come forward and help in this endeavour. ■

NCERT sets up computer centre

The National Council of Educational Research and Training has set up a national centre for computer based education to promote training and development of teachers and teacher educators which will eventually sustain development of school teachers within a culture of resistance and provide schools with IT based inexpensive learning materials in support of the curriculum.

Set up in the NCERT campus here, it has been conducting intensive training programmes for in-service teachers from different school segments in the use of computers as a teaching aid and teachers so trained will be able to use new information technology in curriculum transaction and adopt strategies for integrating computer based learning materials into the school curriculum.

The centre has also developed a blueprint for smart schools and the document explains the smart school concept, its implications for school children and specific skills that children would acquire in those schools.

The website of the NCERT has been developed at this centre which is www.ncert.nic.in, the spokesman added. ■

World Literacy Day Observation - 2000

The World Literacy Day-2000 was observed by the Kerala University Centre for Adult Continuing Education & Extension at Trivandrum on 8th Sep 2000, in collaboration with the District Literacy Mission, Nehru Yuva Kendra, Child Development Centre and Centre for Gandhian Studies. A Literacy Day seminar, "Kalajadha" and painting competition were the major programme conducted.

The Literacy Day seminar was inaugurated by Dr. B Ekbal, Vice-Chancellor, University of Kerala. He highlighted the need for developmental Literacy and Continuing Education. He also focussed his thought on the application of Information

Technology, civic education, legal literacy etc in Continuing Education programme. Dr. V Reghu, Head, Centre for Adult Education, in his welcome address requested the functionaries to continue the continuing education work with more enthusiasm and commitment.

The Seminar was chaired by Dr. MKC Nair, Director, Child Development Centre, Trivandrum. He pointed out the positive relationship between health and continuing education in a developing society like ours.

Prof. Gapakumar, Asstt. Director, Literacy Mission explained the different aspects of continuing programme in Kerala

(Kerala was given the NLM-UNESCO award for continuing education - 2000). Dr. Jacob Pulican, Co-ordinator, Gandhian Studies, Sri Radhakrishnan, NYK, Dr. Gopinathan Pillai, CACEE also presented their thoughts, inspiring the functionaries.

Preraks, students, social activists, non-formal education workers, teachers and youth volunteers also actively participated in the seminar.

A "Kalajadha" was also organised in the city of Trivandrum after the seminar. Hundreds of volunteers and continuing education functionaries were fully involved in the Literacy Day Jadha. A painting competition was also organised for children.

REGISTERED NEWSPAPER

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TO

IAEA

INDIAN
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NEWSLETTER

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'Wise India needs to wake up to literacy'

There is nothing for us to celebrate on World Literacy Day as Indians constitute one-third of the world's illiterate population, said Dr. Karan Singh, member of the Rajya Sabha. He was expressing his dismay over the low literacy rate in India at a function organised by the Indian Federation of United Nations Associations (IFUNA) to mark the World Literacy Day.

"There are more illiterates in India today than there were before Independence. With the increase in the country's population, the number of illiterates has also gone up," said Karan Singh adding that "keeping somebody illiterate is the worst kind of deprivation a person can be subjected to." Karan Singh was the chief guest on the occasion.

Suresh Srivastava, Secretary General of IFUNA, in the inaugural address drew attention of the audience towards the fact that in spite of having such a rich cultural heritage and philosophy, India still has to deal with the stigma of having a large illiterate population.

"There is difference between wisdom and illiteracy. This is perhaps the reason why India has progressed despite always having a low literacy level," said

Srivastava. "If the wisdom of our people is combined with literacy, it will work wonders for our country" he added.

Among the speakers were Prof. Moegiadi, Director and representative of the UNESCO, P.S. Bhatnagar, a writer and Chief Secretary of NCT.

Dr. Karan Singh also highlighted the fact that successive governments, in a bid to pursue other mainstream issues which would secure their vote bank, had conveniently neglected the issue of illiteracy in the country.

However, disagreeing with Karan Singh, Moegiadi, who is an Indonesian national, said: "Events like World Literacy Day are not to be mourned or celebrated. They are there to create awareness and invite people's participation on different issues of social concern." As two-third of the illiterate population in the world consists of women, enough emphasis needs to be put on female literacy.

Moegiadi also added that in India only 1.9 per cent of the GDP is devoted to primary education. This needs to be increased to at least 6 per cent to achieve literacy rate of 75 per cent. He cited the dismally low enrolment rate for primary education in India as one

of the major road blocks in the way to 100 per cent literacy. "There is an urgent need for the government to adopt an integrated approach to the solve this problem", Moegiadi added.

Maturity is the ability to control anger and settle differences without violence or destruction.

Maturity is patience, willingness to pass up immediate pleasure in favour of future gains.

Maturity is perseverance, ability to sweat out a project or a situation in spite of opposition and setbacks.

Maturity is capacity to face unpleasantness, frustration, discomfort, defeat without complaint or collapse.

Maturity is humility -- being big enough to say "I was wrong" and knowing when not to say "I told ya so".

Maturity is the ability to make a decision, stand by it.

Maturity is dependability, keeping one's head high in times of crisis.

Maturity is the art of living in peace with oneself -- with what we cannot change and courage to change that which should be changed and wisdom to know the difference.

Ottawa Citizen

'Right to education', now a fundamental right

With the President giving his assent to the Constitution (83rd Amendment) Bill, 2000, the "right to education" has been incorporated in the Constitution as a fundamental right.

Notified in the gazette of India, the Bill passed in the monsoon session of Parliament has now become an Act. It seeks to make the right to free and compulsory education for children from 6 to 14 years of age as a fundamental right and to make it a fundamental duty of parents to provide opportunities for education to their children belonging to this age group.

By virtue of the amendment, a new Article 21 A has been introduced in the Constitution and consequently Article 45, which provides for compulsory and free education of children upto 14 years of age as a Directive Principle of State Policy, stands superseded. The new Article makes it obligatory on the part of the states to provide free and compulsory education to children in the age group of 6 to 14. The states and Union Territories are required to enact laws for the enforcement of this right within one year from the commencement of the amended Act.

The amendment would demonstrate the necessary political will and administrative resolve of the country to achieve universalisation of elementary education and to eradicate illiteracy in the country following the failure of the Centre and the States to implement the

provisions of Article 45 within 10 years from the commencement of the Constitution.

The 1992 Education Policy envisaged free and compulsory elementary education of satisfactory quality to all children upto the age of 14 before India entered the 21st century. The Supreme Court in its 1993 ruling had held that children had a fundamental right to free education.

"There is an urgent need for the government to adopt an integrated approach to solve this problem", Moegiadi added. ■

Depressing performance on literacy front

International Literacy Day should be an occasion for deep introspection for India and not mindless self-congratulation. After 53 years of Independence almost half of the Indians cannot read the writing on the wall, literally.

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 in the country are illiterate. The global literacy figure is 77 per cent. (However, the percentage of literacy gone upto 62% according to 53rd round of National Sample Survey in 1997).

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 lugubrious 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 reports on India as well as the latest Human Development Report brought out by the UNDP contain detailed data which shows how this country has neglected its educational sector. In fact, the major reason why the countries of East Asia and South-East Asia have outstripped India economically is that they have paid more attention to human resource 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, perhaps, the most glaring example of socio-economic disparities in India. Children of the rich and the well-to-do go to what are euphemistically called public schools, imbibing expensive, superior education and acquiring

contd on page 4 col 3

SSA: New literacy scheme

The constitutional promise of making free and compulsory education available to children up to the age of 14 is yet to get onto the statute books.

According to official statistics, about 70 per cent children join primary schools. But by the time they get to the upper primary stage, the figure slips to around 40 per cent.

Sarva Shiksha Abhiyan, which is unveiled on October 2 - the Gandhi birth anniversary - by the Union Cabinet. The SSA's goal to universalise elementary education by 2010 envisages a convergence of the plethora of schemes in the primary school sector - a shift from a supply-driven to a demand-driven system and decentralisation down to the district level.

The many interventions in the elementary education sector since the National Policy on Education was announced in 1986 - be it Operation Blackboard, Teacher Education, Non-Formal Education, Mahila Samakhya, or National Programme for Nutritional Support for Primary Education -- have in some measure made a difference. But it is yet unclear how their convergence will improve the delivery system or quality.

In its evaluation of the schemes, the government discovered:

- While Operation Blackboard had resulted in more teachers, rooms and teaching/learning materials, utilisation of equipment and community involvement in the

implementation process left a lot to be desired.

- Under the Teacher Education scheme, the expansion of the District Institutes of Education and Training had failed to provide academic leadership at the district level.
- The nutritional support scheme is fraught with administrative problems of delivery as well as its effectiveness for enrolment of children.
- While the DPEP districts indicated that decentralised planning contributed towards a more meaningful community involvement with improvement in enrolment, achievements in the learning process and the quest for universal primary education were still modest.
- The Total Literacy Campaign had contributed to an appreciable increase in the children's enrolment in the environment building phase, but it had failed to provide adequate schooling facilities. Lack of improvement in pedagogical process had often led to children dropping out after the initial euphoria. So will the SSA make a difference? ■

*It is only by experience
that we realize how
hard it is to attain the
state of non-attachment*

Mahatma Gandhi

Amartya stresses on analysis of human rights violations

Eminent economist Professor Amartya Sen, emphasised upon the aspect of "consequential analysis of rights violations in all human rights literature.

Delivering a lecture on subject "How do human rights fit in with human development", the Nobel Laureate expressed the opinion that it was important all literature on the issue of human rights must include an analysis of the consequences of human rights violations.

Prof. Sen felt it was very important that no rights of any kind were violated. And, if at all they had to be, there must be good reasons to justify the act.

However, he also felt all rights must have co-related duties and accountability.

Drawing a fine distinction between legal rights and human rights, Prof. Sen stated while the former may be bestowed upon a person by virtue of citizenry, the latter could be claimed anywhere by virtue of being a human being.

Noting the complex connection between human rights and legislation, he said while some of the human rights may be guaranteed by legislation, there were many others which could not be guaranteed by law. But these could be a matter of public discussion and media debate, he added.

Learn from Kerala

Don't penalise children in the name of family planning

Perhaps it was the arrival some time ago of the billionth Indian baby that shook up state governments. Perhaps it is the push from below for better living conditions and the visible strains on the environment and the political system. Whatever the reasons, the good news is that some states are newly energised and engaged in a race to the bottom of the population growth chart, Maharashtra is among them and in an effort to bring down the birth rate has announced measures to affirm the two-child norm. The effort should be commended. However, not all the steps intended to be taken, which are in the nature of penalties on couples who have more than two children after May 1, 2001, are desirable. There is nothing wrong with denying certain kinds of benefits to government servants who exceed the norm. But it is grievously wrong to deny subsidised food and elementary education to the third, fourth or ninth child born to a poor family. It is a very poorly designed policy that makes children suffer.

The government should examine the socio-economic issues more closely and avoid imposing penalties on poor families. In general, incentives are preferable to penalties. Incentives reward and encourage good patterns of behaviour, penalties are liable to be imposed on those whose life chances are low to start with. It is reasonable to withdraw housing or scooter loan facilities from erring government servants. They are educated, have a reasonable standard of living and job security. They are aware of or can be

made aware of the options available to couples who wish to limit the size of their families, and they have access to low cost medical services. None of that is the case, say, with an agricultural labourer whose seasonal income is small and uncertain, who will probably be illiterate, who may not be able to find a primary health centre in the vicinity of the village, who has no pension fund or provident fund to rely on in his/her old age and who usually is working off debts to moneylenders. In short, in the matter of having children, government servants can exercise choice, agricultural labourers rarely. Child mortality rates are high among the rural poor and that gives families a strong reason for having more than two children. When designing incentives/penalties, it is essential to take into account the very different circumstances of groups of people.

It is well known that the provision of services -- health centres, timely information, contraceptives, medical advice etc -- contributes crucially to the success of population control programmes. The Maharashtra government needs to concentrate on making those services more widely available in rural areas. Kerala has shown that the empowerment of women is vitally important for keeping the numbers down. Low birth rates, improved child nutrition, better family health are all closely associated with improvements in the education, health and income-earning capacity of the mother. Andhra Pradesh's claim to have lowered birth rates dramatically without having had to make heavy investments in raising female literacy levels.

depressing

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a high competitive ability which gives them a head-start 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.

The Directive Principles of the Constitution contain Article 45, which enjoins: "The state shall endeavour to provide within 10 years free and compulsory education to all children until they reach the age of 14 years." It is not that nothing has been done. 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.

The problem of adult illiteracy is sought to be met through the National Literacy Mission (NLM) of the HRD Ministry. A perusal of the NLM's annual reports suggests that the programme needs to be energised.

The HRD Ministry 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 national priorities would be re-ordered in favour of education. ■

- Indian Express

Culture & Continuity

Putting 'Spirit' Back into Education

JS Rajput

Making a speech to a gathering of students in Madras in 1915, Gandhiji posed a simple question, "Is the goal of education that you are receiving that of mere employment whether in a government department or other departments?" He went on to elaborate that if this was so, the India as revered in the national song *Vande Mataram* or the India of Rabindranath Tagore's dreams would never be realised. The question remains pertinent even today.

Education system the world over continuously debate the aims and objectives of education. To Gandhiji, the objective of education was the harmonious development of the individual, drawing out the best in him. To him, the body is the means of earning a living while the soul is a place for building character. The learner needs to understand the importance of education for both physical wellbeing as well as the building of character.

Gandhiji realised as early as 1917 that we were being reduced to a state in which we shall have "lost our own identity without having acquired the new". We seem to have persisted with the same approach to education as was given to us by our colonial masters. Modernisation has become synonymous with westernisation which is also being seen as Americanisation. Materialistic pursuits have taken over the spiritual contents of education and education systems have become commercialised.

We do not respect our indigenous system of education.

The focus in higher education and professional education has shifted not only to earning more but to earning 'abroad'. There is a mad rush to discard one's mother tongue as medium of instruction and parents are forcing their children into an English-medium instruction right from the pre-school stage. This is not being done by the illiterate but by those who've had the privilege of quiring a good education and have the means to ensure that their children go to schools of their choice.

The values of kindness, character, achieving the ideal, service to humanity, fearlessness, purity in personal life, freedom from lust and quest for truth have been lost somewhere in the search for the materialistic. Self-control, humility and self-less service find practically no space in school curricula. Gandhiji wanted the development of independent thinking among students and expected schools to facilitate that process. Unfortunately, these days, independent thinking has been replaced by accepting passively what developed nations would like to thrust on the younger generation in this country.

During the first two decades in the post-Independence period, there was an attempt to create awareness among the people on the need for sending children to school. A certificate at the matriculation level or a graduate

degree were great achievements in the fifties and sixties. The situation at the beginning of the 21st century is different. Mere education is no longer valued by parents and communities. Children rarely learn anything substantial about their own environment, flora, fauna, social and cultural contexts, local resources, skills, traditions, festivals and economics.

Had we realised the significance of acquainting children with the indigenous techniques of water resource management, traditional methods of preparing fertilisers, preserving foodgrains, utilising herbs and ensuring cleanliness and developing a sense of attachment and responsibility towards other individuals and the community, the scenario would have been very different. We would not have water shortages, wastage of foodgrains and non-availability of health support systems for the majority of people in the country.

A major crisis that has emerged prominently during the last half of the 20th century is the erosion of values in practically every sphere of human activity. Whatever was learnt within the family and community, and augmented in schools, has now become the sole responsibility of schools. Parents expect schools and colleges to nurture even such values which are essentially to be inculcated by the family. Respect for elders, attachment to family members, developing a sense of appreciation for those leading a value-based life, love and affection towards all living beings

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cultural.....

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are to be essentially learnt within the family.

However, parents have sufficient reasons for this change in attitude. Educated parents in metros and towns are a worried lot when it comes to planning the future of their wards. In their anxiety, they put tremendous and avoidable pressures on their children right from pre-school stage and continue to do so till they qualify for entrance to a professional course of study. All those who fail to do so - and these form a huge segment - are regarded as family discards.

A UNESCO report on education for the 21st century entitled *Learning - The Treasure Within* is under active discussion these days. It pleads for an education which is "rooted to culture and committed to progress". Gandhiji wanted education to be so rooted that there would be a continuity in the social, cultural and economic environment of life. A sound education, according to him, would prepare the present generation to take up activities which relate to the previous generation and ensure a continuity for the next generation. Gandhiji always pleaded for the preservation of one's culture and heritage.

Developing a harmonious and integrated personality would just not be possible if the system does not believe in this philosophy. Unless the development of the mind and body goes hand in hand with a corresponding awakening of the

soul, the former along would prove to be a lopsided affair. Gandhiji, in his times, found modern education as leading to moral and spiritual anarchy. This anarchy continues today and rarely provides an opportunity for the individual to ascertain the aims and objectives of life.

Gandhiji had very clear ideas on issues like medium of instruction. He was opposed to any medium other than the mother tongue in the initial years of schooling. He summarises his thinking on this issue: "It is doing violence to the manhood and specially the womanhood of India to encourage our boys and girls to think that an early entry into the best society is impossible without the knowledge of English". Needless to say, Gandhiji did understand the need for English. He wanted it to be an optional language.

Indian heritage, culture and values need to be thoroughly studied, analysed and incorporated comprehensively in the education system of the country right from the initial stage. Unless national consciousness is built on the significance of these inputs, education will not be able to play its full role in national construction. ■

Elementary education goal remains elusive

Despite an unprecedented expansion of the school system since Independence, the goal of Universal Elementary Education (UEE) of satisfactory quality has eluded the country.

This sad but honest appraisal of India's efforts to educate its people not just

quantitatively but also qualitatively is contained in a draft discussion paper under the active consideration of the Department of Elementary Education and Literacy in the Human Resource Development (HRD) Ministry.

What India now needs most urgently, the draft paper says, is an effective educational administration system along with an effective decentralisation with community ownership, sustainable financing and institutional capacity building at all levels.

The school dropout rate indicates stagnation and inefficiency of the school system and calls for a dramatic intervention in order to change the context of learning, the draft paper says in a frank assessment.

Even more depressing findings follow: A large number of children who are attending schools do not achieve the competency that is expected of them in both the primary and upper primary levels.

Operation Blackboard (OB), India today has more teachers, rooms and teaching and learning materials, the quality of implementation of the OB is unsatisfactory.

The District Institutes of Education and Training (DIETs) have not been developed as "institutions of excellence" and have failed to provide the academic leadership at the district level.

The Non Formal Education scheme has been found to be suffering from weaknesses and needs to be totally modified.

Apratim Mukarji



Chalam, K.S. **Educational Policy for Human Resources Development.** Jaipur, Rawat Publication, 1993, p 259, Rs.340.

The book is divided into 27 chapters. Chapter one and two are philosophies of Indian education and the cultural ethos under which education is pursued in the country is hinted out.

The innovations that are taking place in the education sector, such as evaluation and accountability, staff orientation, open book examination etc., along with the innovations that have failed such as semester system are examined in chapters three to six. These chapters provide the background as to what kind of innovations are needed for an effective policy.

Further, from chapters seven to eleven the most important dimension of Indian education which is responsible largely for the underdevelopment of human resources in India is examined. The weaker sections consisting of the socially and educationally disadvantaged groups and the unorganised groups are examined to provide the magnitude of the problem at hand. It is also examined how the rural segment of our population are thinking about education and the alternative mechanisms that are available to capture these sections.

Technology is a very important factor that requires the help of education. In fact, technology emerges from the effective use of education. But, the international dimension of technology and its impact on the native system of education need to be examined before making any policy. This is discussed in chapters twelve and thirteen.

The strategy must take into consideration the financial aspect, the regional discussion, the rural-urban contrast that is fast developing, and the emerging priorities in education. The success of a policy depends upon the understanding of these dimensions involved and the strategy adopted to overcome these problems. Chapters fourteen to nineteen discuss these issues.

The ingenuity of the policy maker therefore depends upon how he projects the expenditure on education, the costs involved and the financial policy options. The success of an educational policy depends upon the rational financial arguments put forward by the policy maker on the basis of empirical results. Chapters twenty to twenty four provide results of some case studies to substantiate the policy.

Finally, all educational policies are to be pursued to establish the linkages between education and development. Inequalities in the development of human resources take place between regions and also among different social groups.

The last three chapters examine these linkages.

Thus, the anthology of papers are woven round the theme of an educational policy for human resources development in India.

Curriculum Development in Vocational and Technical Education. Finch, R. Curtis and Crunkilton, R. John. Boston. Allyn and Bacon, 1993, p 313.

The book is divided into four sections. Section I of this edition focuses on curriculum development in a more general context. Chapter I conceptualizes curriculum as related to vocational and technical education. Contemporary designs for curriculum development are provided in chapter II. These include systems and models that may be applied to a range of vocational and technical education and training settings.

Section II deals with the essentials of curriculum planning. Chapter III serves as a foundation for this planning in that it emphasizes the importance of systematic decision making in curriculum planning. The next two chapters describe how information may be collected and assessed as part of this decision-making process. Chapter IV enumerates the ways that school-related data may be gathered, whereas chapter V deals with community-related data in a similar manner.

Section III represents the next logical step in curriculum development, since it deals with

establishing curriculum content. Once a decision has been made to proceed with the development of a curriculum or programme, content must then be formalized. Chapter VI describes the various strategies a curriculum developer may use when content is being established. The process of actually deciding what content to include is presented in chapter VII. This is followed by chapter VIII, where the formulation of specific curriculum goals and objectives is detailed.

The actual business of implementing the curriculum is

described in Section IV. Chapter IX deals directly with the identification and selection of relevant curriculum materials. If high-quality materials cannot be located, chapter X may be used as a guide for developing them. Chapter XI presents a variety of strategies that may be used to implement the curriculum. The final chapter deals with an area often neglected by curriculum developers: systematic evaluation of the vocational and technical education curriculum.

Sharma, S.R. Ed. **An Introduction to Comparative Education**. New Delhi, Mohit Publications, 1997, p 200. Rs.330.

In this book, an analysis has been made, as to how systems of education of the two great democracies of the world. America and India have transformed themselves under the pressures of the technology.

Curriculum and methods of teaching are the two special areas of the educational system that are most susceptible to changes under the immediate pressures of technology.

REGISTERED NEWSPAPER

Indian Adult Education Association
17-B, Indraprastha Estate
New Delhi - 110 002

TO

Central Zone Conference on Adult Education

The Indian Adult Education Association in collaboration with Rajasthan State Branch of IAEA, Udaipur organised the Central Zone Conference on Adult Education on Nov 10-11, 2000 in the Conference Hall of RMV at Udaipur.

Prof. BS Garg, President, IAEA and Chancellor, Rajasthan Vidyapeeth, Udaipur inaugurated the Conference and delivered inaugural address. Shri BL Parakh, Vice-President, IAEA and Chairman of the Central Zone presided over the inaugural function. Shri SC Purohit, Director, State Council for Educational Research and Training was the chief guest. Bhai Bhagwan, Chairman of the Rajasthan branch of IAEA welcomed the guests and delegates. Shri KC Choudhary, General Secretary, IAEA welcomed the guests and delegates on behalf of IAEA and introduced the theme and objects of the Conference. More than 100 delegates from the States

of Uttar Pradesh, Bihar, Madhya Pradesh, Rajasthan and the new States of Uttranchal, Jhar Khand and Chhatisgarh participated. Shri AL Bhargava, Associate Secretary, IAEA



Prof. BS Garg inaugurates the Central Conference in Udaipur in the presence of Shri BL Bhatt, Shri SC Purohit, Shri Bhai Bhagwan, Shri BL Parakh and Shri KC Choudhary (seen from Left).

presented a vote of thanks.

Working paper of the Conference prepared by Sarvshri KC Choudhary and Prem Chand on behalf of IAEA was presented by Shri Prem Chand. Dr. Lalit Mohan Tewari of ZSS, Udaipur presented a paper on "Adult Education in the Twenty First Century - Status and Possibilities". The session was presided by Dr. Om Srivastava,

Chairman, ASTHA, Udaipur.

The delegates were divided into three following separate groups for detailed discussion:

Group I - Chairperson - Smt. Hem Lata Talshra, Rapporteur - Smt. Pushpa Sindhi; **Group II** - Chairperson - Shri Sushil, Rapporteur - Shri Santan Jha, **Group III** - Chairperson - Shri Arun Mishra, Rapporteur - Shri Radha Krishan Lot.

The group reports were presented in a plenary session which was presided over by Shri RN Mahlawat, Treasurer, IAEA. Dr. Om Srivastava directed the proceedings and presented a summary of the presentations.

The valedictory session was presided over by Prof. BS Garg,

President, IAEA. Shri BP Bhatnagar, Vice-Chancellor, Rajasthan Vidyapeeth was the chief guest. Shri Prem Chand briefly summarised the recommendations of the conference.

Shri NC Pant, Joint Secretary, IAEA presented a vote of thanks. Shri SS Parakh, Secretary, RMV presented a vote of thanks on behalf of the host organisation. ■

Are foreign universities a challenge to Indian Education?

India should gear up to survive the multiple challenges to its higher education like checking the foray of foreign universities in the country.

Prof. Arun Nigavekar, who recently joined the University Grants Commission (UGC) as its vice-chairman, felt that foreign universities were posing a major challenge to the country's higher education.

"Foreign universities are trying to sell their higher education in the country," he told *The Pioneer*, adding that "a certain percentage of families in India have become rich enough to afford to pay higher fees. By the global standard, this percentage is very high," added Prof. Nigavekar.

At the same time, Prof. Nigavekar said that "India is also giving enormous talented people in various emerging areas. As a result, foreign universities are getting increasingly fascinated towards India," he said.

"In our country only 75 lakh students are in higher education," informed Prof. Nigavekar.

"These students belong to the age group of 17-21 and account for only 6.5 per cent of the population," he said, adding that in developed countries, the percentage of students of the same age-group in higher education varied from 22 to 24.

"Thus, there is also the need to enhance the country's strength in higher education four times to match the developed countries," said Prof. Nigavekar. ■

NCERT has plans to improve education

The National Council of Educational Research and Training is organising nationwide programmes for improving educational techniques, aimed at linking education closely to the students.

The programmes designed with the help of school teachers and instructors will gather papers on usefulness and applicability of innovations in the field of education.

Teachers can take part in the programme through competitions. Teachers working in pre-primary, primary, secondary and senior secondary schools, special education schools are eligible to participate in the competition.

The aspirants have to prepare a paper of about 2,500 to 3,500 words and submit to the regional institute of education.

World Teachers' Day

The National Council of Educational Research and Training (NCERT) celebrated "World Teachers Day" on Oct 5. At its 26th General Session, UNESCO had decided to celebrate Oct 5 as "World Teachers Day".

A panel discussion on the theme "Teachers of Tomorrow" was organised on the NCERT campus to mark the occasion. Besides faculty members of NCERT, representatives from National Open School, Kendriya Vidyalaya Sangathan, Navodaya Vidyalaya Samiti, Delhi University and Central Institute of Education, were present. ■

IGNOU programme on women's development

Indira Gandhi National Open University has launched a Certificate Programme on women's empowerment of six months duration.

This programme aims to sensitise the students in gender related questions through distance education.

This programme, aiming to clear all the myths surrounding the status of women, is available both in English and Hindi. The required qualifications for admission are either 10+2 or non 10+2 with three years of working experience as development activists. Admission for this programme is open throughout the year.

For further details, contact the programme coordinator, Women's Empowerment and Development Programme, SOSS, IGNOU.

Learning with relaxed mind

The UNESCO has urged India to prepare a programme on "Learning with relaxed mind". UNESCO's Assistant Director General (Education) Prof. Jacques Hallak met the Minister for Human Resource Development Dr. Murli Manohar Joshi recently who told him that NCERT has already prepared a programme taking into account the requirements of different regions. Prof. Hallak agreed with Dr. Joshi that learning from within in a relaxed manner would have greater impact on educating the illiterate. ■

India's development as knowledge society

The Prime Minister, Mr. A B Vajpayee, has recently unveiled a five-point agenda addressing that "A knowledge-based society will enable us to leap-frog in finding new and innovative ways to meet the challenges of building a just and equitable social order and seek urgent solutions," to the Assocham summit on "India in the knowledge millennium".

The five-point agenda is:

1. Education for developing a learning society.
2. Global networking.
3. Vibrant government-industry-academia interaction in policy-making and implementation.
4. Leveraging of existing competencies in IT, telecom, biotechnology, drug design, financial services, and enterprise wide management.
5. Economic and business strategic alliances built on capabilities and opportunities.

Experts have predicted a few years ago that this millennium will belong to two big superpowers in Asia and India is one of them.

There is a growing worldwide awareness on knowledge society. Knowledge society is a "work-in-progress" harnessing skills, technology and learning. It is a society where creating, sharing and using knowledge are key factors in the prosperity and well-being of its people.

Some principal features of the

knowledge society include:

- Knowledge and information being major sources of creating value.
- Rapid changes in technology.
- Greater investment in research and development.
- Greater use of information and communications technology.
- Growth of knowledge-intensive business.
- Increased networking and working together.
- Rising skill requirements.

This contrasts to earlier societies such as the agricultural society (when agriculture was the key to survival) and industrial society (when mass production of goods generated most of the wealth).

In the emerging knowledge society, as much as, if not more than, land, labour and capital, knowledge is the key to creating wealth and improving the quality of life.

Driving factors

The idea of the knowledge society has been spreading rapidly around the world. So much so, it has been described as a "knowledge revolution".

What are some of the key factors driving this revolution?

Globalisation of the world's economies has fuelled competition and spurred the gathering of knowledge to get ahead.

The technologies for gaining, sharing and applying knowledge are changing rapidly -- for example, the rise of computers

and the internet. The growing role of research, science and technology in creating knowledge to solve the business, social and environmental problems. Knowledge tends to grow at exponential rate. Whereas the resources of the industrial society, for example fossil fuels, tended only to be used once, the existing knowledge can be used to create new knowledge. This speeds up the rate at which knowledge is created.

The knowledge concepts are:

Knowledge: A useful definition is familiarity gained by research and experience. It can include 'know what' knowledge about fact, 'know why' (scientific knowledge of the principles and laws of nature), 'know how' (skills or the capability to do something), 'know who' (information about who knows what and how to do what).

Knowledge economy: An economy which revolves around creating, sharing and using knowledge and information to create wealth and improve the quality of life.

Knowledge worker: A person who provides value by generating, sharing or applying ideas. It can equally apply to an eminent scientist, the skilled craftsman or to a receptionist with an expert knowledge of who's who in the organisation and where all the useful information is available.

Knowledge management:

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India's development.....

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As knowledge becomes more valuable, there is a growing need to manage it effectively to capture its full benefit.

The nation is on the brink of a period of profound change in our society. All that we do, all that we make, and all that we earn will be altered by new knowledge and technological change. There is an urgent need for a time-bound project focusing on exploiting knowledge for our future prosperity and well-being, and our development as a knowledge society. Rather than projecting into the future with assumptions about how today works, the project should involve constructing a vision of a most desirable future, and then identifying strategies to reach there.

The Union Planning Commission under the chairmanship of Mr. KC Pant has constituted a high level task force for implementing the Prime Minister's five-point agenda.

There are four Science Envelope Goals.

Innovation goal

Accelerate knowledge creation and the development of human capital, social capital, learning systems and networks in order to enhance India's capacity to innovate.

Economic goal

Increase the contribution knowledge makes to the creation and value of new and improved products, processes, systems and

services in order to enhance the competitiveness of Indian enterprises.

Environmental goal

Increase knowledge of the environment and of the biological, physical, social, economic and cultural factors that affect it in order to establish and maintain a healthy environment that sustains nature and people.

Social goal

Increased knowledge of the social, biological, environmental, cultural, economic and physical determinants of well-being in order to build a society in which we Indians can enjoy health and independence and have a sense of belonging, identity and partnership.

These four goals strongly influence investment decisions and demand long-term, cross-portfolio, and applied social science research.

In order to make India a "knowledge centred society" there is a need for a detailed framework of strategies, resource generation, economic indicators, etc. Such a framework for a nationwide network knowledge management has been developed by Dr. APJ Abdul Kalam, Principal Scientific Advisor to the Government of India, a member of the Knowledge Task Force.

SWOT analysis

According to him, nation's long term economic and security objectives evolved through SWOT (Strength, Weakness, Opportunity and Threat) analysis provided the basis for this framework.

In a knowledge society

everyone must have access to the decision-making process. At the moment, that capacity for interactivity, i.e. the ability to access and exchange information, is not universal.

Towards the development of knowledge society of India, first and foremost, the government should ensure that infrastructure development for knowledge dissemination and provide universal access to information.

The task force of the Planning Commission will focus on the following lines:

a) To define shape and communicate public policy issues that relate to the emergence of India's knowledge society; b) To work with disadvantaged groups in their efforts to participate in the knowledge society; c) To develop public awareness programmes; d) To research issues related to the knowledge society; e) To work with the creators and developers of knowledge management systems in their efforts to express Indian culture through the information and communication infrastructure; f) To encourage the development of, and link with other groups with related interest; g) To do all such other things which are incidental or conducive to the attainment of the above objects; h) Initiate the production of an annual progress report on India's transformation to knowledge society; i) Create a national forum to engage public debate in discussion pertaining to knowledge society; j) Creation of an exclusive website on India's knowledge society.

The task force will draw on

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the talents of everyone concerned with the knowledge platform from eminent Vice-Chancellors, to ordinary knowledge worker.

India heads the developing world in knowledge database and even developed nations like the US are looking to us for their software requirements. We have thus everything to make India a knowledge superpower.

India was a knowledge force in the ancient days. Let us restore again this status to Bharat today.

*K. Venkatasubramanian,
Member,*

Union Planning Commission, New Delhi

Education to be job-oriented:CM

The Haryana Chief Minister, Mr. Om Prakash Chautala said that his government would further innovate its policies to make education job-oriented and added that it would ensure that primacy was given to local youths while making appointments in the industries of Haryana.

Addressing a gathering after inaugurating Maharshi Dayanand University National Law College, he said that his government would make all possible efforts to give impetus to studies relating to computers, Information Technology and other vocational courses.

The state had introduced study of English language in school syllabi in villages to bridge the gap between the rural and urban people. Also, teaching of English in rural schools would

bring the village youths on a par with their counterparts in the urban belt. Rural youths fail badly in competitive exams due to lack of mastery in English, he added.

He said that as government jobs were not enough to adjust the swelling number of unemployed youths, setting up of new industries in the state could go a long way in mitigating the problem.

The Chief Minister claimed that his government had been able to get the total number of seats in engineering colleges increased substantially. Also, the seat in the medical studies course of Agroha Medical College had been increased.

The inauguration of National Law College, having an area of 10 acres and 120 seats, was billed to be the most important milestone among academic projects in Gurgaon, he said, the Vice-Chancellor and Pro-Vice-Chancellor of the MDU, Mr. BS Suhag and Mr. Jai Kisan Sharma, respectively, along with other functionaries of the university were present.

The organisers of the function claimed that this was the fifth college of its kind in the entire country and the first in North India.

Mr. B.S. Suhag said that the college would offer a five-year integrated law course from 2000-2001 academic session. Also, the IMSAR of the MDU has taken a decision to launch various management programmes at its

Gurgaon campus from the academic session, 2000-2001. They include a three-year MBA programme, one-year PG Diplomas in foreign exchange management, computer-aided management and pharmaceutical marketing.

The Vice-Chancellor further said that the major challenge before the university is the rising number of aspirants for admissions to its various colleges. In the past four years, the number had increased by about 58,000. Out of the 60 colleges, only 14 were offering postgraduate classes. ■

Diamond Jubilee Souvenir

Indian Adult Education Association is completing its 60th year of service this year in December 2000 and is bringing out a commemorative Souvenir. The Souvenir will contain the history and activities of the organisations/ individuals who have made significant contributions to the field of Adult Education during the past 60 years.

Organisations serving the same cause are requested to send a brief perspective of their organisations with photos, if any in about 500 words to reach us before the first week of January 2001.

State alone responsible for elementary education: Child welfare groups

Several organisations of child welfare have appealed to the Union government on the proposed 83rd amendment to the Constitution stressing education as a fundamental right.

The Centre for Child Rights has pointed out to the government that "it is the State and not the parent who is responsible for elementary education of children".

Other demands include:

Ensure for adequate allocations, with at least six per cent of the Gross National Product provided to education.

Built-in support costs to schooling girl children.

Ensure additionally to Article 45, the crucial 0-6 age group is included in the amendment.

Initiate neighbourhood schools to lead later to a common school system.

Declare education on national priority and free it from clutches of general administration and financial accounts.

Ensure learning medium of mother tongue.

Ensure support costs for needy children. ■

'Education for all mission'

The Andhra Pradesh Chief Minister Mr. Chandrababu Naidu, announced that a State-level "Education for all mission" launched on October 2, to coordinate the universal elementary education and adult

literacy.

Reviewing the adult literacy programme, also launched on October 2, the Chief Minister said the mission would have 19 experts and 47 ex-officio members including Dr. Shanta Sinha of MV Foundation, Mr. Abid Hussain, former Ambassador to the U.S., Prof. RH Dave, former Director of UNESCO Institute of Education, Ahmedabad and Swamy Paramarthananda of Ramakrishna Mission. Eight Ministers, leaders of the Congress, BJP, MIM and CPI (M) legislature parties and senior bureaucrats will be the ex-officio members.

The objectives include reviewing the existing literacy programmes suggesting measures to control dropout rate, and improving quality in both primary and secondary schools.

The Chief Minister said the adult literacy programme will target 60 lakh illiterate individuals in the age group of 15-50, involving four lakh volunteers and self-help groups.

Emphasis will also be laid on education of 50 lakh children in age group of 5-14. ■

The International Institute for educational planning

The IIEP, Paris (France) was established by UNESCO in 1963. It aims to contribute to the development of education throughout the world, by expanding both knowledge and the supply of competent professionals in the field of educational planning. Alongside

its catalogue of 1,200 titles, the IIEP also publishes a quarterly newsletter on educational planning and management, in English, French, Spanish, Russian and Portuguese. It is distributed free of charge and available on the internet.

International Institute for Educational Planning is on the web:

www.unesco.org/iiep/

Social Time Bomb

"With all the poverty and the hurt and history of our country, there is little to encourage us...What's the point of going to school if there are no jobs? What's the point of going home if there's nothing to eat?" That's the view of 20-year old Delmo Absatao Mahandjane, from Mozambique, in the latest issue of EFA 2000 magazine. The issue (no 34) focuses on "Marginalised youth: a "social time bomb." It looks at why many formal education systems fail to serve such children and asks how they can be given a better chance in life. The Journal points out that "marginalization is not limited to youth in developing countries... According to the ILO, unemployment among 16-24 year olds is the highest among all demographic groups and twice as high as national averages. The rate for under 25s in the European Union is 21.5%.

EFA 2000



Mehta, PL and Gupta, Sushma. **Legal Education and Profession in India**. New Delhi, Deep and Deep Publications Pvt. Ltd., 2000, p 338, Rs.680.

The book is divided into six chapters. Chapter 1 is an introduction about the present book. There is no denying the fact that legal education has so many different aspects and connotations and the scope of legal education is quite comprehensive, but the researcher has intended to delimit the scope of present study to spot-light on just one aspect, namely, legal professionals. Even this circumscribed theme has further been restricted to the legal professionals who start practice in the court of law as and when they complete their law degree.

Chapter 2 is devoted to the meaning, aims and scope of the legal education. The concept of legal education is extremely difficult to be defined. It does not have a settled or unchangeable meaning. Efforts have, however, been made to define the term "Legal Education" with the more relevance to the practical aspect. To know more about legal education, the whole chapter has been divided into three heads, i.e. meaning, aims and scope of legal education.

Chapter 3 deals with Genesis of Legal Education in India. The material for the history

of the ancient legal education is to a large extent an unexplored tract. In attempting to write about the ancient legal education of India, one of the difficulties has been ascertaining all the available materials.

Chapter 4 deals with the text of legal education commissions, committees, statutes and seminars in India. It contains a detailed discussion with regard to various provisions, recommendations, reports and suggestions given by the these commissions, committees and seminars from time to time. Main attention has been focused on the recommendations of first Indian University Commission, 1902, Chagla Committee, 1910, Report of Bombay Legal Education Committee, 1949, Report of Inter-University Board, 1950, All India Bar Committee, 1953, Rajasthan Legal Education Committee, 1955, Report of Law Commission, 1958, The Advocates Act, 1961, Gagendraghatkar Committee, 1964, All India Seminar on Legal Education, 1972, Bar Council of India, 1974 and Curriculum Development Centre Report, 1990.

Chapter 5 deals with the functional aspect of the legal education that exists today. The present study is confined to the faculty of law, Himachal Pradesh University, Shimla, Advocates of Shimla Bar, Judges of the Shimla Bench and the Law Teachers.

The last chapter 6 incorporates appraisal and the suggestions that follow from the

entire course of discussion contained in chapters 1 to 6 of the present book.

Gupta, V.S. **Communication and Development : The Challenge of the Twenty-first Century**. New Delhi, Concept Publishing Company, 2000, p 195, Rs.300.

The book has been divided in two thematic sections. The first section comprises two chapters: Development Communication - Definitions and Concept, and the Indian Communication Landscape. The first chapter looks at various definitions and interpretations of the term development and its evolution now as a process of social change rather than merely generation and accumulation of material resources.

The second chapter in the section takes an overview of the media landscape in the country and discusses a wide range of communication media, extending from interpersonal methods of communication to satellite broadcasting from a two page broadsheet in a regional language to multi-edition daily printed through facsimile printing process, burgeoning television and cable TV system, and now the emerging multi-media and internet revolution in urban area.

The second section of the book looks at specific issues - literacy, education and distance learning, rural development and poverty alleviation, health and population concerns and the challenges of human rights and environmental protection. ■

A N N O U N C E M E N T S

- ☞ Seminar on "Six Decades of Adult Education in India" will be organised between 16th January 2001 and 10th February 2001.

 - ☞ Diamond Jubilee Celebration will be announced in December issue of the Newsletter. Separate letters will also be sent.

 - ☞ Seminar on "Role of Media in Promotion of Research in Adult Education" will be held in February 2001.
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REGISTERED NEWSPAPER

Indian Adult Education Association
17-B, Indraprastha Estate
New Delhi - 110 002

TO



Media to play vital role in education: Minister

The Union Minister of State for Home, Mr. I.D. Swami, has emphasised the vital role of the media, particularly the print media in educating the people about their duties and responsibilities in a democratic society. He was delivering the keynote address at the conference on "Threats to Civil Society: role of Media, Government and People" at Dehra Dun. He said the Government are fully cognizant of the ability of the press to shape the public opinion and also its tremendous contribution in nation building.

The press can help to a great extent in fighting corruption, poverty, violence, prejudice, superstitions and ignorance. He said if democracy has taken firm roots in India, it is largely because of the free and independent press. On threats to civil society, Mr. Swami said it is of multiple dimensions. These could be social, economic, legal and political. The threat to the civil society today mainly comes from within the country. He said terrorism, extremism, insurgency,

crimes of the underworld seems to have become a routine feature in many parts of our country. The violence perpetrated by terrorists over the last 15 years has claimed many lives.

Extremist groups, private armies and warring caste groups are carrying out mass murders and carnage. Similarly political violence has been taking its toll in some parts of the country. He said government alone can not deal with the situation. People's cooperation coupled with media's active role to fight this menace is necessary.

He also noted that no Government policy can be successfully implemented unless there is a realisation at a grass root level and voluntary involvement of the common man. It has to win the confidence of the people to get their support. Therefore, the role of the people in building a democratic society or the nation is vital, he added. The conference was organised by the National Media Centre.

Human Rights Day 10 December

"Five years Ago" United Nations began the UN Decade for Human Rights Education. The idea was to encourage everyone - to work together in making human rights better known and understood.

Today, only a few countries have developed effective national strategies for human rights education. There is a big gap between the promises made under the Decade and the resources actually committed.

But non-governmental organisations are doing a lot. Clearly governments need to work more closely with them, and learn from them.

Why is human rights education so important? Because, as it says in the Constitution of UNESCO, "since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed."

The more people know their own rights, and the more they respect those of others, the better the chance that they will live together in peace. Only when people are educated about human rights can we hope to prevent human rights violations, and thus prevent conflict as well."

SSA to universalise elementary education

In a major step towards fighting illiteracy, the Government on Thursday approved the Sarva Shiksha Abhiyan, an integrated programme for achieving Universal Elementary Education (UEE) by the year 2010. The programme, which aims at making basic education free and compulsory, will promote community ownership of schools.

The Rs. 1,000 crore programme will cover all children in the age group of 6-14 by enrolling them in school and education guarantee centre and bridge courses by the year 2003.

While all children, in the age group of 6-14 years will complete five years of primary education by 2007, all children in the same age group should complete eight years of schooling by 2010 under the programme, he said. For the first time, a time-bound integrated approach was initiated to achieve universalisation of elementary education.

The programme will have a governing council headed by the Prime Minister and the Human Resource to Development Minister as vice chairman. Planning Commission and other ministers and MPs would be members of this council.

It would lay emphasis on the districts having low female literacy among scheduled castes and tribes. It will be community-based and village education plans would be prepared in consultation with Panchayati Raj institutions.

All the existing schemes of elementary education will become part of the programme framework to facilitate preparation of integrated plans. Activities like appointment of teachers, construction of classrooms, provision of teaching and learning materials, teachers training, establishment of alternate schooling arrangements, block and cluster resource centres, provision for disabled children will be made under the programme.

The programme is flexible in order that district elementary education plans could be prepared on the basis of local needs.

Special attention will be paid to children who are out of school. Efforts to run bridge courses and other alternative schooling arrangements will be made to bring these children into the mainstream. Education guarantee centres will be established in un-served habitations. Transparency and accountability to the community in all activities is central to the programme. The community will have a right to complete information on all the activities of the school under the programme.

About 70 per cent of children in the age group of 6-14 were attending schools at present.

The National Family Health Survey of 1998-99 has revealed that 80 per cent of boys and 67 per cent of girls in the 11-14 age group were attending school. Article 45 of the Constitution also provided for free and compulsory education for all children upto the age of 14 years.

Literacy rate up in Jammu

The literacy percentage in the district has risen from 60 per cent to 68 per cent during the last four years.

This has been achieved due to the efforts of the Education Department in implementing various programmes launched by the government. Stress had been laid on elementary education, operation black board and distance education.

As many as 53 new schools were opened and 755 schools upgraded in the district. Special programme like "Rehbar-e-Taleem" was introduced by the government to make all the defunct schools functional.

The Education Department provided merit-cum-poverty scholarships to 5,536 school students. In addition 1,062 lakh students were provided free uniforms. Free textbooks were provided to 45,000 students by the department during the period. ■

ICSSR Global Conference

The Indian Council of Social Scientific Research (ICSSR), which was set up by the Government of India in the year 1969, is celebrating its 30th anniversary by organising international conferences and seminars.

The latest conference that has been organised is the "International Conference on Asia Pacific and Global Order" in Delhi on 24th October, 2000. Dr. K.G. Tyagi, the Secretary General of the organisation said that "The political, strategic and economic situation in different parts of Asia Pacific is volatile. It needs to be examined carefully because of its importance for the pattern of relationships and the structure of power within Asia Pacific and the rest of the world."

'Genuine NGOs have nothing to fear'

- Maneka Gandhi

It is good to learn that non-governmental organisations are under watch. Union Minister of State for Social Justice and Empowerment, Ms Maneka Gandhi, has of late been busy scrutinising files on them. In an interview to a national newspaper she said that she has sent the MPs a list of NGOs which are working in their areas. The representatives of the people can write to her how an individual NGO is working in their areas. Her Ministry has also taken measures to do away with schemes that no longer have relevance. According to her, when she took over the Ministry, 50 per cent of schemes were irrelevant while 50 per cent of them had not used the money allocated to them.

It was also found that the money meant for old age homes was being given to the relatives of MPs and bureaucrats. One NGO claimed it was taking care of 500 children and giving them vocational training. The Ministry had sanctioned it the required fund. But when an inspector was sent to the so-called children's home, he came back with the report that the kids had been moved into the home only on the morning of the inspection. Such NGOs have been blacklisted and state governments have been asked to seize their assets. A similar approach has been adopted by the Ministry of Rural Development towards non-governmental organisations. Its affiliate body, the Council for the Advancement of People's Action

and Rural Technology (CAPART) takes a hard look at NGOs.

After this body is convinced of the bonafides of the given projects and allocates funds towards that, it monitors them closely at different stages so that none of the programmes, while being executed, suffer from any loopholes or lack of focus which might defeat their very purpose. If CAPART finds any NGO drifting from its purpose or misusing the funds allocated to it, it takes stern action against it. So far it has blacklisted about 400 NGOs. Such steps taken by ministries are likely to pack up those NGOs which have misused public funds for a long time. This is good news for genuine NGOs and should be welcomed. There are many NGOs which have done commendable work in the field of socio-economic development.

Eminent jurist Rajender Sachar has urged such "selfless, idealist and people-rooted NGOs to come to politics and save the country from scoundrels that infect the political parties in India". The money saved by disbanding fake NGOs could be given to genuine NGOs. The Ministry of Social Justice and Empowerment has simplified procedure of screening the projects before it for approval. The form which was earlier provided by the Ministry to apply for grants has been reduced from 27 to two pages. Earlier, it could take the Ministry more than a year to sanction grants to NGOs, for it went through "the whole rigmarole of getting applications from state

governments." Now, NGOs can apply directly to the Ministry. NGOs have also been asked to e-mail their projects to the Minister directly. Genuine NGOs have thus nothing to fear.

- National Herald

'5 million new HIV positive cases in 2000'

The HIV/AIDS epidemic is showing no signs to relent as can be seen from the rising graph of those affected in the past two decades.

This year alone, more than five million new cases were reported by the United Nations agency UNAIDS that spearheads the battle against this-worldwide scourge.

In the past year, HIV/AIDS claimed three million lives. Since the start of the epidemic two decades ago, 21 million people have been gripped by this dreadful disease, UNAIDS said in its latest report.

In Africa, the worst-hit area, infection rates have fallen slightly but only because so many people have already been struck down by it.

One million more people in sub-Saharan Africa were infected this year, a decrease from the previous year, bringing the total in the region to 25.3 million.

"One of the greatest causes for concern is that over the next few years, the epidemic is bound to get worse before it gets better.

UNAIDS predicts the economy of South Africa, which has the highest absolute number of infected people in the world, could be 17 per cent smaller in 2010. ■

Revolutionise education, Sonia Gandhi

The Congress President, Ms Sonia Gandhi stressed the need to revolutionise the education system. "We must revolutionise the educational system which at present thrives on learning by rote," she said addressing a meeting of the FICCI women's wing in New Delhi.

Making an impassioned plea for a change in the method of teaching, Ms. Gandhi said that from the beginning children were taught to conform, to accept and not to question. This, she said, "kills creativity, kills innovation, and kills thirst for knowledge." Because of the pressures of conformity students were not encouraged to take risks. This had to change because the knowledge economy was about taking risks. "Without encouraging risk-taking how do you encourage success?"

A problem connected with innovation was the role of the market and commercialisation. "It is not that Indians do not innovate, but often they do not realise that innovation or invention has a commercial value." She said once the commercial value of an innovation was appreciated, venture capital would also step in to make commercialisation possible.

When the knowledge millennium failed to wipe the tears of poor Indians "then there is not much use for it all." Pointing out that she did not mean information technology and knowledge could not be used to better the lot of the poor, she said that it would

not happen "as long as the underprivileged were illiterate, lived below the poverty line and had no access to safe drinking water, health services, sanitation and education." ■

Distance education is the need of the hour: Expert

There is greater need for distance education in developing countries than in the developed world. "But paradoxically, the unpreparedness and unwillingness for accepting this new tool is more in developing countries, where acceptance levels for any change are very low," said academician VC Kulandai Swamy.

Inaugurating the three-day Asian Regional Conference of the International Council for Open and Distance Education organised by IGNOU, Swamy pointed out how the education system had evolved to its latest form, that is, distance education.

The teacher-disciple system was followed by the campus and class-room system, which, in turn, has been succeeded by the distance education system. "One is not a replacement for the other; each system has evolved to meet new demands and to serve new target groups, not covered by the then existing system," he said. Distance education, in turn, has already seen four generations -- correspondence education; lecturers through radio and television, audio-video cassettes and use of computers; interactive audio-visual teleconference; and virtual classroom and Internet.

"Progress and development

depend, more than anything else, on the development and utilisation of human resources. Education has become the key determinant in this process," said Swamy, underlining that distance education was comparatively more cost-effective.

Prof. SW Tam, President, The Open University of Hong Kong, said technology would continue to develop at a fast pace and would become much more integrated into the delivery of higher distance education.

Sir John Daniel, Vice-Chancellor, The Open University of the United Kingdom, argued that University campuses would always be in demand because they had created a protected environment.

IGNOU officiating vice-chancellor VS Prasad, in his welcome address, said experts in distance education broadly identify access, costs and quality as the major concerns of the system in the new millennium. ■

National Seminar on "Role of Media in Adult Education" Feb 6-8, 2001

As a concluding part of the Diamond Jubilee Celebration, Indian Adult Education Association is organising a National Seminar on Feb 6-8, 2001 in collaboration with JNU at India International Centre, New Delhi.

Hon'ble Justice PB Sawant, Chairman, Press Council of India has agreed to inaugurate the Seminar.

Prof. SY Shah (JNU) will be the Director of the Seminar.

Economic Growth without Social Development is not possible

Dr. R.R. Singh, Director of the Tata Institute of Social Sciences, Mumbai, has said that without social development economic growth is not possible. Likewise without peace, prosperity can not flourish and corporate as sub system of the society will be threatened, in absence of peace and tranquillity. Therefore project of the corporate should be utilitarian and humanitarian.

He was delivering lecture organised by BHU on the Social Responsibilities of the Corporate analysing the Indian social fabrics and its structure. He analysed many changes being reflected in the society, and suggested in the society, and suggested during his lengthy analysis. He emphasised that health should figure as the concern of the corporate world, as though it is an unprofitable venture but ultimately form an investment attain profit.

He said that common fund establishment of the 23 Corporate houses in Baroda called as Citizen's Council of Baroda organize programme from slum clearance, sanitation in cities, health and education of the children which are being done in a planned manner. The fund is also being utilized to give education and also grant/loan for civic programmes. Likewise he also visited Jameshedpur city planning and its civic arrangement by the TISCO which has owned this entire city area for development. Prof. Singh informed about the concept of the capital for change and social environment and culture capital.

Discussing about the History of Poverty before the participants of the Refresher Course in the Academic Staff College of BHU, Prof. Singh recorded that economic growth alone cannot bring prosperity and therefore a multipronged strategy has to be adopted. He suggested many ways to combat poverty during lengthy analysis of the lecture. ■

Science-Agriculture Link

India will be the first developing country to have a comprehensive Plant Variety Protection (PVP) and Farmers Rights Act in place soon. The bill has been viewed favourably by the Parliament Select Committee and recommended for approval.

Presiding over the Annual General Meeting of the Indian Council of Agricultural Research (ICAR) Union Agriculture Minister and President of the ICAR Society, Mr Nitish Kumar urged the members of ICAR Society to enlighten Agriculture Ministry on how best these new technologies can be applied to derive maximum benefits for end users i.e. the farmers and the consumers and how best we can protect the interest of our farmers. Serious thought is needed towards harnessing full potential of science and technology to strengthen agriculture. With suitable policy support, India can attain and sustain advantages on short-term and long-term basis in the international arena. "In the post PVP period we anticipate fairly high investment in agricultural research from private sector especially in the seed

PM asks industry to fight AIDS

Prime Minister Atal Behari Vajpayee has called upon industrialists to join hands with the government in fighting spread of Aids in the country.

Mr. Vajpayee said the business sector should form partnerships cutting cross-traditional industry associations and business groups with representations from all large, medium and small industries to participate in the effort. Mr. Vajpayee suggested there should be networking among government agencies, business houses, voluntary organisations and social institutions for advocacy and partnership.

He also suggested using every method and outlet of advertising and communication to create awareness, funding health services for employees and their families, ensuring easy access to condoms for employees and members of the local community, eliminating HIV screening as part of pre-employment physical examination. ■

Computer literacy for poor to start

The Delhi government announced its first initiative in the field of spreading computer literacy and basic literacy among the poorest of the poor using the power of information technology. With the help of private companies in the field of computer education.

The project will be launched on Saturday in collaboration with the IIIT Centres for Research in Cognitive systems. The Mahanagar Telephone Nigam Limited, Delhi will support the project by providing free ISDN and internet connections for the project. ■

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Panchayati Raj Institutions

Panchayats or rural local self-governments have ancient origin in India. There was a well-developed system of village panchayats throughout Indian history. Gandhiji rightly claimed that India lives in the villages and pleaded for the transfer of power to the rural masses. He argued that India Independence must begin at the bottom. Thus, every village would be a republic or a panchayat, enjoying full powers.

Though various measures have been tried from time to time to give a proper and definite role to the Panchayati Raj system, it was only after the 73rd constitutional amendment that the constitutional status was conferred on the Panchayati Raj institutions (PRIs).

No one disputes that it is a historic legislation. The legislation is necessary but it is not enough. Its spirit should be translated into practice.

PRIs have to be vested with such authority and power as will enable them to function as effective institutions of self-government. They are to act as the welfare government, and must bring social justice. State legislatures failed to take cognizance of the profound implications of the constitutional status given to the panchayats as institutions of self-government. Accordingly, the panchayats, under all the state Acts, are institutions that lack autonomy.

Autonomy has no substance if the panchayats do not have at their command adequate resources to discharge various

functions. Gram panchayats have a meagre income. No institution of self-governance can perform any meaningful role with such meagre resources. Autonomy is closely related to economic independence. None of the states seems to have paid adequate attention to make the panchayat bodies financially viable.

Decision-making over substantial public resources will have to be placed in the hands of local representatives sooner or later.■

contd from page 5 col 2

science-agriculture

sector," he said. India being a signatory to GATT, it is obligatory for the parties to provide for the protection to plant varieties either by patents or by effective sui generis system or any suitable combination thereof. It is in the interest of our country to protect the varieties produced by our scientists and varieties which are in usage since last many years.■

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Illiterate more prone to suicide

The tendency to end one's own life seems to be prevailing prominently among the uneducated people and the consumption of poison has emerged as the favourite means among those who have suicidal leanings.

Suicidal leanings decrease with the increase in the level of education.

The statistics released by the National Crime Records Bureau (NCRB) show that in 1998, out of total 1,04,713 persons who ended their lives, 27,338 persons were uneducated, while 28,019 persons were educated up to the primary level. More than 23,245 victims had education upto the middle level.

The number of victims with an education level up to matriculation was 15,479 while the number of graduates who committed suicide was 1,765. Only 602 post-graduates took the extreme step of ending their lives in 1998.

The trend of suicides in 1996, 1997 and 1998 shows that 75 per cent of suicide victims are either uneducated or had low education (up to middle class). Only 25 per cent of the victims had educational level over metric or higher.

Statistics reveal that the victims had been choosing the method of consumption of poison (insecticides and other poison) in a big way and in 1998, as many as 39,077 persons consumed poison to end their lives and their share was 37.32 per cent of the total number of suicides reported in the county. ■



Reddy, K. Venkata. **Changing Attitudes to Education in India.**

New Delhi, Atlantic Publishers and Distributors, 1998, p 119, Rs.195.

The present book aims at driving home the changing attitudes to education in India on the eve of the Golden Jubilee celebrations of Independence. Divided into ten distinct chapters, the book deals with the attitudinal changes called for in the realms of children's education, teaching of English in India, modern methods of learning, role of teachers, university education, university library, non-formal education, extension education, bridging the gap between education and life, and education that takes us from a grim today to a grand tomorrow.

Jarvis, Peter. **Adult and Continuing Education : Theory and Practice.** Second Edition. London, Routledge, 1995. p 302.

The study of adult education is growing in significance as the training of educators of adults is being undertaken more frequently in the united kingdom and elsewhere.

The contents of the book are wide enough to introduce students and practitioners to a variety of contemporary issues in the study of the education of adults.

The book is divided into eleven chapters. Chapter one and two are on towards a rationale for the provision of education for adults and a conceptual framework for adult and continuing education. Chapter three, four and five are on the adult learner and adult learning, adults learning - some theoretical perspectives and teaching adults. Chapter six is on theoretical perspectives on teaching adults. Chapter seven, eight and nine are on distance education, teachers of adults and their preparation and curriculum theory and programme planning. Chapter ten is on the provision of education for adults in the United Kingdom. The last chapter is on towards an understanding of practice, theory and research.

Straughan, Roger. **Beliefs, Behaviour and Education.** London, Cassell Educational Limited, 1989, p 148.

The book is divided into three sections. In the first section at nature and function of rules, children's wants and various issues concerning the setting and achievement of education standards.

The second section concentrates on moral education, showing how the relationship between judgement and action must lie at the centre of morality and moral education. It goes on to look at a range of teaching methods which might be used to combat 'moral weakness.'

The last section focuses on the work of Lawrence Kohlberg on moral development and education, which again highlights the judgement/action problem.

Reddy, G Lokanadha and Kusum, A. **Role Performance of Continuing Education workers.** New Delhi, Discovery Publishing House, 2000, p 66, Rs.175.

The book is divided into six chapters. In chapter one, brief introduction of the topic is given. Chapter two deals with the review of related literature on the concept role performance of teachers. The chapter three deals with statement of the problem and the fourth one describes the research tools selected, developed and used for the study, the sample frame, data collection and statistical techniques used. The chapter five contains data analysis, testing of hypotheses and presentation and interpretation of findings. The last one forms the summary and conclusions.

Greenhalgh, Paul. **Emotional Growth and Learning.** London, Routledge, 1994, p 329.

The book is divided into two parts. In part one the factors which help and hinder emotional development and learning are explored. Chapter one explores the relationship between feelings or affect and learning and then goes on to consider the emotional or affective needs for learning to take place. Chapter two

continues the consideration of the links between affect and learning, and focuses upon those processes which inhibit development.

Part two focuses upon the processes of working to facilitate emotional development and learning. Chapter three explores the significance of attitudes to difficult behaviours and feelings and presents the attitudes for facilitating the processes of emotional development and learning. In chapter four appropriate responses to children's needs are considered. Chapter five explores the role of image and metaphor in

communication and development. Chapter six explores ways of supporting children to enhance their inner strengths and their sense of esteem of empowering children, through using words to foster relatedness. Chapter seven goes on to consider working with the group dimensions. The eighth chapter focuses on current tensions in curriculum planning to meet individual needs. The last chapter moves to the dimension of the school/organisation as a system. The processes which inhibit the effective functioning of an organisation are first considered.

Seetharamu, A.S. and Ushadevi M.D. **Education in Rural Area**. New Delhi, Ashish Publishing House, 1985, p 220, Rs.100

The study on school drop-outs in rural areas is a macro study covering 80 schools and 62 villages drawn from the talukas of five different regions of the state with contrasting rates of participation of children in schooling. In all, 1878 households and 80 schools have been covered. The purpose has been to diagnose the problems of school participation in the context of age, sex, regional, ecological backgrounds, family and school variables etc.

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TO

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N E W S L E T T E R

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National Seminar on the "Role of Media in Adult Education"

Indian Adult Education Association is organizing a National Seminar on the Role of Media in Adult Education on Feb 6-8, 2001 in collaboration with Group of Adult Education, Jawaharlal Nehru University, New Delhi at the India International Centre.

The objectives of the Seminar are to review the current role of media (print, electronic and other) in adult education and to identify strategies for enhancing the effectiveness of media in the promotion of adult education in India. The areas to be covered in the seminar are i) Role of Press; ii) Role of Government agencies; iii) Role of State Resource Centres, Jan Shikshan Sansthan, NGOs, International Agencies; and iv) Role of Universities and other academic institutions.

The Seminar will be inaugurated by the Hon'ble Justice PB Sawant, Chairman, Press Council of India on the 6th Feb 2001 at 10.30 a.m. ■

60 years of Adult Education in India

A Seminar to review the adult education activities during the past 60 years is being organised by Indian Adult Education Association and Group of Adult Education, Jawaharlal Nehru University, New Delhi at India International Centre on February 8, 2001. Different experts and eminent adult educators will present papers on the topic. This Seminar will be a part of the concluding ceremony of the Diamond Jubilee celebrations.

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 organisations, designed literacy primers, organised developmental activities but also served in several committee and commissions and provided valuable inputs. The Seminar will take account of the valuable work done by these individuals and organisations. ■

Veteran Leader Manubhai Shah Passes Away

Veteran Congress leader Manubhai Shah passed away on 28th December 2000 in New Delhi. He was 85. Born on November 1, 1915, he had acquired deep interest in a wide variety of fields. He drew the attention of many political luminaries like Jawaharlal Nehru, Shastri and later Indira Gandhi. He was a cabinet minister in their ministries between 1954-67. He led an active life and is remembered for his vital contributions as the Union Minister for Commerce as well as the chairperson of the CIS.

He is survived by his daughter (now in England), three sons and his wife Padmashri Vidyaben Shah.

IAEA wishes all its
readers a
Very Happy and
Prosperous New Year
2001

Distance Learning in New Millennium

Former IGNOU Vice Chancellor Prof. VC Kulandai Swamy inaugurated a three-day conference - 'Open and Distance Learning in the New Millennium' recently.

Citing management guru Peter Drucker, Professor Kulandai Swamy began by saying : "Thirty years from now, the Big University campus will be relics... Today's buildings are completely unsuited and totally unneeded."

Reiterating the relevance of Open University in the modern era, the acting Vice Chancellor of IGNOU, Prof. VS Prasad, said because an open university enables the people who are working and don't have time to go to college, to function from their homes. He added, "Housewives and people living in rural areas who are unable to access proper institutions can avail this form of education."

The conference was attended by the delegates from Germany, Bangladesh, Brazil, Jerusalem, United Kingdom, Indonesia, Sri Lanka, Hong Kong, Malaysia, Australia, Iran, USA, China and South Africa. ■

Web Portal of Indian Educational Institutes under AIU Aegis

The First Education Service (FES) and the Association of Indian Universities (AIU) have jointly launched a comprehensive web portal focused on Indian Higher Education. Possibly the first online Directory of Indian Educational Institutes, this website

(called www.iedui.com) displays state-wise list of the Universities of India and on choosing the desired University, a brief profile of the University including the names of the important functionaries is displayed.

An important facility is its "Search an Institute" tool. This tool enables the viewer to find institutions, including engineering colleges, medical colleges, management institutes, on the click of buttons. It also provides modules for searching details of distance education courses/ institutes and international and domestic scholarships. ■

Free Education for Rural Women

Guru Nanak Dev University (GNDU) has decided to impart education free of cost to adults and women in the rural areas of Amritsar and Gurdaspur districts bordering Pakistan. For this purpose the university authorities have prepared a blueprint which will be presented at the meeting of the Academic Council of the university in February 2001.

The programme to increase literacy was being started on an experimental basis and if it succeeds, it would be expanded. In the initial phase, adults and women would be given informal education by making them aware about healthcare, formation and function of the government and their rights and duties.

Subsequent to this, the authorities would launch computer literacy in rural areas. Students and teachers in the computer wing would be given laptops to give demonstrations. ■

Big education drive underway

ONE OF the biggest elementary education drives the world has ever seen is underway in the country, targeting over 19 crore children.

Before March 2002, Sarva Shiksha Abhiyan (SSA) is expected to cover the entire country.

Making Universal Elementary Education (UEE) available to all by 2010, comes at a time when the Government is satisfied with the "encouraging" trends but is aware of the drawbacks and bottlenecks in the infrastructure the exercise will require an addition RS 60,000 in next 10 years.

HRD Minister Dr. Murli Manohar Joshi called upon religious and charitable institutions to supplement government efforts. The increasing demand for education at the community level will help in achieving higher literacy rate and school attendance, especially among women and girls. Nearly 79 per cent of the boys and girls in the 6.14 age group are attending schools as against 68 per cent six years ago.

Out of 200 million children in the 6-14 age group as many as 59 million, out of which 35 million are girls, are not attending school. Despite the "encouraging" trends, a substantive drop-out rate, low learning achievement and thin attendance of girls, tribals and other weaker section are the problem areas.

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Education revolution in North-East

Although the North-Eastern States often hit the headlines as hotbeds of insurgency, the fact remains that this region, comprising Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland and Tripura, is remarkable for its scenic splendour, abundance and variety of fauna and flora, richness of culture and strategic location. It has been colonies by the people of the Mongolian origin and the culture has witnessed the entry of Aryans in the same way as in the north-western part of the country. Many of the earlier migrants moved into Bengal and mingled with the Dravidians and the Aryans who were already there, and in course of time, the breeding through marriage, culture, exchange of ideas and values led to the emergence of a new people.

Mr. NIKUNJA BEHARI BISWAS reviewed the development of education in the entire North-East with special reference to Arunachal Pradesh. It is an admirable endeavour to acquaint with not only education in the modern period but also the system in ancient times.

From widespread GURUKUL system, the scene began to change with the advent of Christian missionaries from America, England and Holland, etc. They set up formal schools in Assam, Meghalaya, Nagaland, Mizoram and other hilly terrains of the region. The dialects of the different tribes were developed into full-fledged languages like Khasi, Garo, Bodo and Mizo. The

first printing press, and the first newspaper in the region also owed their origin to these missionaries.

This contributed to educational upliftment of the region, and astonishingly, the average literacy percentage for the whole of the North East Minus Arunachal Pradesh rose to the national level. It has continued to rise ever since. In 1991, Mizoram could boast of a literacy rate of 81.25%, next only to Kerala (90.31 per cent). Among non-Christian missionary groups, the Rama Krishna Mission and the Vivekananda Society have also worked vigorously to spread education in the area.

The gross enrolment ratio, an NCERT survey of 1993 shows, varies between 82.88 (Assam) and 92.13 (Mizoram) against the national average of 95.32 for every 100 children at the primary level. Despite the high drop-out rates for girls from classes I to X, the average female literacy rate compares favourably with many other parts of India.

Arunachal Pradesh, which receives special attention of the authorities, is spread over 83,793 sq km and has 110 tribes and sub-tribes speaking about 60 different dialects. Its educational growth is largely the outcome of the interaction of socio-economic and political factors. In the early days the monastic education imparted by Buddhists had a marginal impact on the general scene of education. The formal system of education began only in 1947, when two lower primary

schools were started and since then there has been steady progress at the elementary, higher secondary and college levels. It is interesting that prior to the setting up of the Arunachal University in 1984, colleges of Arunachal were affiliated to Panjab University. Programmes have also been planned and implemented to achieve higher literacy through adult and non-formal kinds of education. In respect of technical education, however, Arunachal Pradesh has still to depend on other states, as higher courses are not yet available in its institutions.

Though the Arunachal government offers several incentives and enormous facilities, the percentage of drop-outs is high, as the poor agriculturists need the help of their children in the fields.

It is good to learn that women in Arunachal Pradesh, as in the other parts of the country, are coming forward in increasing numbers to receive education and to enter various professions. This is bound to create a healthy climate for the socio-economic and cultural advancement of the state. ■

Education Minister inaugurates first online education centre

Mr. Narender Nath, Education Minister of Delhi, inaugurated the country's first centre on online education, Indo-Australian Academy of Information Technology at Preet Vihar, East Delhi. The centre is opened under the aegis of Ministry of Human Resource Development and University of Sydney, Australia. ■

Women empowerment policy next month

The women's empowerment policy encompasses with a legislation to curb domestic violence against the fair sex besides amending some of the existing laws.

The NDA government proposes to introduce a Bill in the next session of Parliament to enact the domestic violence prevention Act, thereby facilitating women to counter such inhuman treatment.

A recent National Family Health survey had also pointed out that domestic violence against women was prevalent in India, specially in the rural areas. Incidentally, the women also accepted and justified some of the reasons quoted for the domestic violence against them.

According to reports, 21 per cent of women in India have experienced violence since the age of 15 and 19 per cent have been beaten or physically mistreated by their husbands. As many as 2 per cent have been beaten or physically mistreated by in-laws and 3 per cent by other persons. This implied that among women who reported beatings, nine out of 10 have been beaten by their husbands, one out of seven by other persons and one out of 12 by the in-laws.

Some of the other existing Acts like the National Commission for Women Act, Immoral Traffic Prevention Act, Indecent Representation of Women Act, Child Marriage Restrain Act and the Sati Prevention Act are also to be amended, as part of the new policy, to give them more teeth by toughening the prevailing

provisions.

Sources in the government said that the clearance from the Cabinet is also expected in the coming days as the Centre is wanting to introduce the policy at the start of 2001, which has been announced as the "Women Empowerment Year."

The policy which was originally framed in 1996 had remained in limbo for almost four years due to lack of sanction from the government. However, now it has been framed following series of interactions with various NGOs and women groups from all over the country. There was also constant inter-ministerial consultations with those dealing with Labour, Rural Development, Information and Broadcasting, Finance and Planning portfolios, before the final provisions were adopted.

The policy will deal with the economic and social empowerment of women, mainly relating to issues like health, education, domestic violence and employment. It will also have a strategy to operationalise the policy.

It also proposes to introduce new schemes for women and most importantly will have an integrated women's development project. Its objective will be to empower women's participation in any association with self-help groups in social activities and community ventures.

The government also plans to take administrative measures to ensure the implementation of the policy. It proposes to set up district level committees in states

to review issues relating to violence against women. There will also be a drive to create general awareness about women's problems in far-flung and rural areas.

As part of the administrative measures, public opinion will also be mobilised against issues like female infanticide and sexual harassment. ■

Computer Training for disabled

The Adult Education wing of Nagarjuna University has identified all with special needs (disabled) in the University Campus 38 persons both employees and students. Most of them are orthopaedically disabled. Dr. M.Koteswara Rao, Asst. Professor has decided to give Computer Training to these persons to facilitate and enhance employment and promotion opportunities.

On 4th December 2000, in view of the "DISABLED DAY" the Department has started Computer Training Programme for these persons in the University Computer Centre. They were trained in Windows, MS WORD and POWER POINT. 13 Students from eleven different Department availed this opportunity. ■

Big education drive

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As many as one lakh habitations have no school within a km. Inadequate infrastructure, lack of quality education, teachers and funds do little to encourage public. ■

UN agencies call govt's literacy bluff

Just as the government's much-talked-about "Sarvah Siksha Abhiyan" (Education for All) was put on fast track with statistics from the Human Resources Department already showing an upward swing in the primary education sector, comes an unsavoury rap from the UNESCO.

Drawing a rather dismal picture largely contradicting the Human Resource Development Ministry's figures, the UNESCO annual report 2000 says that not only 72 million Indian children in the age group of 5-14 are deprived of basic primary education, there is no opportunity for them to attend school.

Apart from putting forth alarming statistics, the UNESCO report finds fault with the policies of "universalisation of education" pursued by the Central and state governments.

Interestingly, the Government's figures recently released by Human Resources Development Minister says 79 per cent of children in the age-group of 6-14 are attending schools.

The HRD Ministry report says: "Considerable progress has been made in enrollment at primary and upper primary levels of education. With figures showing a rise in enrollment at primary from 19.16 million in 1950-1951 to 110.9 million in 1998-1999".

But the UNESCO report says quite another thing. "There had been a significant drop of about 20 per cent in the proportion of children deprived of schooling during the past decade."

Citing a research paper on situational analysis on educational opportunities for street and working children in India, UNESCO report says that though the 20 per cent decrease is largely due to school drop-outs, "a significant size of them is estimated to be without schooling".

However, the HRD Ministry's Country Paper on Quality Education in India emphasises that there has been substantial expansion of primary and upper primary schools during the post-Independence period, registering a 1.4 per cent growth in the last financial year.

Putting the percentage of children deprived of basic education in the country at 7.26 crore, the UNESCO reports says the high proportion of out-of-school children still come from Uttar Pradesh followed by Bihar, Rajasthan, Orissa.

Together, these four depressed states contribute to over 242 million children going without basic education.

Return of English

Old symbols of national pride obsolete

The Japanese are second to none in national pride, and it should interest those who decide language policy in India that as a result of the transformation of post-industrial society, the Japanese are now seriously considering making English the second official language. Japan is prosperous and culturally homogeneous, and can afford to throw considerable resources

behind the development of its national language. But as a result of the dominance of the US in computer software and in entertainment, English has become the defacto language of the international marketplace. Even before the Japanese, learning English had become a craze in other Asian countries, some of them fiercely nationalist, such as China, Taiwan, Indonesia and Thailand.

This is where India could turn its colonial heritage into an advantage, as other Asian countries are striving to emulate something what India already has. English is the lingua franca of the country, but paradoxically, those who give it an "elitist" label are also the ones who decry its further dissemination. Both in West Bengal and in Tamil Nadu, where English has been sought to be displaced, such policies have encountered resistance at the grassroots rather than elite levels. Elites, after all, can afford expensive private education for their children and powerful Left Front ministers have taken care to send their children to English medium schools. On the other hand, bright students from the state's Professional institutes have great difficulty getting places in national or global organisations, because of poor ability to communicate in English. The burden of national pride, it appears, has to be borne by the less privileged. It was in response to a groundswell of public protest against such policies, which began to hurt the Left's electoral prospect, that English was re-introduced in primary schools in

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MP literacy campaign making a difference

The Madhya Pradesh Chief Minister Digvijay Singh announced recently that the year-long literacy drive of the Madhya Pradesh Government under the Padhna Badhna Andolan has been able to make 30 lakh people literate vindicating the State's own revised literacy strategy.

He said against a target of 125 lakh only 54 lakh people were made literate in the State between 1990 and 1999 under the TLC. Compared to this the Padhna Badhna Andolan was a success since 30 lakh people have been made literates against a target of 51 lakh in just one year. He said the target is to bring Madhya Pradesh out of the BIMARU status. In 1991 Census, there was 44 per cent literacy in the State and the target for the 2001 Census is to increase it to 70 per cent. The final goal is to achieve 100 per cent literacy in the State by 2011.

Padhna Badhna Andolan has been successful since it had become a people's movement against the earlier strategy that had all the strapping of routine Government working.

The State Government had modified the total literacy campaign strategy and provided for non-literate people to come together as Padhna Badhna Samitis and choose any educated person as their Guruji (teacher). The members went through the teaching-learning process with the help of the Guruji based on primers provided by the Government. Madhya Pradesh went in for 100 per cent evaluation that has just been concluded across the State. Under the TLC Rs.229.55 were

being spent for making each person literate, whereas the same job has involved an expenditure of Rs.150 under the Padhna Badhna Andolan for each literate. ■

India, China agree to make education accessible to all

India and China have agreed to oppose commercialisation of education at all fora, including the World Trade Organisation (WTO).

At a meeting between China Vice-Minister for Education Wei Yu and Union Minister for Human Resource Development Murli Manohar Joshi, the leaders also agreed that education cannot be left to be controlled by market forces and that its ultimate goal should be to create a non-violent and non-exploitative knowledge society.

The Chinese Minister conveyed Beijing's desire to adopt a joint strategy with India at the WTO on other issues of common concern to the two most populous countries and other developing countries in the region.

Both Ministers, while welcoming the useful effects of globalisation and IT, were in agreement that tradition and culture should not be allowed to be forgotten in the process.

The Chinese Minister was all praise for the advances made by India in the field of IT and said that in this regard, China could benefit from India.

Both sides were of the view that cooperation and exchanges in education and culture were important for the development of bilateral relations. ■

Return of english....

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1998. No one is suggesting that English should replace Bengali, Hindi or Tamil, but there is no reason English cannot co-exist with them. Its is monolingualism which has become passe. ■

UGC will start special courses for women

The University Grants Commission plans to introduce educational programmes for women in the 10th Five-year plan to increase their contribution to the society.

Speaking at a seminar on "Academic Challenges for Women in the 21st century", organised by the Anna University UGC Vice-Chairman, Dr. Arun Nigavekar, said the UGC strategy for the Tenth Plan envisaged a change in the job demography in the country with more opportunities given to women.

In 2020, of the one million IT-enabled jobs in Canada and the US, will largely be filled by women Dr. Nigavekar predicted.

Citing Dr. Durgabhai Deshmukh's report of 1957 and 1959, he said that development programmes for women should fit into their time schedule and also on the need to educate women in the country. Though several development programmes were implemented for their welfare, women continued to be harassed in certain parts of the country, Dr. Nagavekar pointed out. ■



Sharma, R.A. **Technological Foundation of Education: Theory, Practice and Research.** Meerut, Surya Publication, 2001, p 792, Rs.800.

The book is divided into seven parts. The first part deals with concept of Technological Foundation of Education. This part includes four chapters - Technological Foundation of Education, Aspects of Technology of Education, System analysis and National Development. The second part consists of five chapters - on print and nonprint Media or Education, Distance Education, Instructional Media, Correspondence Education, Computer Education and Open Education and Open University. The third part provides the awareness of software approach to education in five chapters - Modes of Teaching, Theories of Teaching, Model of Teaching, Strategies of Teaching. The fourth part presents the various approaches for organizing teaching in six chapters - Instructional procedure, Taxonomy of Educational Objectives, Strategies of Communication, Strategies of Motivation, Evaluation of Teaching learning, Principles of organising Teaching, The Fifth Part deals with the instructional strategies, Linear branching and other

programming, prompts Rules system and Devices and Teaching Machines and Computer - assisted instructional. The sixth Part presents various aspects of Training Technology in seven chapters - competency based teacher education, Micro-Teaching and Simulated training, Interaction Analysis Technique, Higher Techniques of Teaching, Team Teaching, Lesson - planning and Action Research. The last part provides the review of research studies in two chapters - studies on instructional technology, Teacher, Education and Distance Education. The last chapter deals various terms and concepts used in Technology or Education.

Daswani, C.J. and Shah, S.Y. Ed. **Adult Education in India : Selected Papers.** New Delhi, United Nations Educational, Scientific and Cultural Organization, 2000, p 361.

The book is divided into five parts. Part I includes papers on the philosophical and historical perspective of the development of adult education in India. Part II includes papers on adult education policy. The paper in Part III focus on the implementation and impact of the Total Literacy Campaigns in various states in India. The paper in Part IV discusses the strategies of postliteracy and continuing education, Part V has papers that analyse the two crucial issues of gender and development.

Agrawal, S.P. **Women's Education in India : present status, perspective plan, statistical indicators with a global view** - Vol. Three, New Delhi, concept publishing company 1995-98, p 396, Rs.600.

The present volume comprising three parts is a step forward in the direction of women's education in all its aspects, particularly empowering women through Mahila Samakhya Programme. It also includes the Report of the National Commission for Women on the development of female education among tribal communities.

Part two provides women's educational indicators. Part three includes the global view of the women's education highlighting the measures taken by the United Nations in reducing illiteracy and achieving full integration of women in society on equal terms with men.

Ramanna, R. **Literacy in India.** Delhi, Indian Publishers Distributors, 2001, p 351. Rs. 550

The book is divided into fourteen chapters. Chapter one and two are on teaching and learning and virtual reality in education. Chapter three is on learning through internet. Chapter four deals with impact of information technology. Chapter five and six are on teacher education in modern India and women education. Chapter seven and eight deals with on line

lectures and education of library and information science. Chapter ten deals with multicultural teaching and learning. Chapter eleven and twelve are on legal education in India and instructional systems. Chapter thirteen is on improving higher education. The last chapter is on technology policy in India.

National Council for Teacher Education. **Human Rights and National Values : Self-Learning Modules for Teacher Educators.** New Delhi, National Council for Teacher Education, 1999, p 159.

The book is divided into eight parts. Part one is on human rights and teacher training. Part two and three are on human

rights education and the elementary level curriculum and human rights education and the secondary level curriculum. Part four deals with mechanisms for enforcement of human rights. Part five is on rights of the girl child. Part six and seven are on rights of the child and democracy and education. Part eight is on egalitarianism and education : the Indian experience. The last part is on secularism in education.

Wadhwa, Shalini. **Modern Methods of Teaching Adult Education,** New Delhi, Sarup & Son, 2000, p 398, Rs.600.

The main topics covered in this book are : Curriculum; Sociological Animation; Learning

and Life; Experimental Learning for Adults; Learning : organisation and Support; Self Directed and Distance Learning; Teaching and Evaluation; Providers of Adult Education; Open Access Institution for Adults.

Wadhwa, Shalini. **Theory and Principles of Adult Education.** New Delhi, Sarup & Son, 2000, p 350, Rs.600.

The main topics covered in this book are : Theory and Principles of Adult Education; The field of Adult Education; Purpose of Adult Education; Adult Education for Employment; Target Groups; Socially Isolated Groups; Occupational Groups; Thematic Variations in Adult Education.

REGISTERED NEWSPAPER

Indian Adult Education Association
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TO



MEDIA HAS EFFECTIVE ROLE IN PROMOTION OF ADULT EDUCATION - JUSTICE PB SAWANT

A National Seminar on the "Role of Media in Adult Education" was organized by Indian Adult Education Association in collaboration with the Group of Adult Education, Jawaharlal Nehru University at India International Centre, New Delhi during February 06-08, 2001. The Seminar was sponsored by the National Literacy Mission, Government of India, and

marked the conclusion of the year-long activities planned by the IAEA in connection with its Diamond Jubilee. The seminar was attended by about sixty five participants from sixteen states. The seminar provided an

opportunity to the participants to review and discuss the role of media -- print and non-print -- in the promotion of adult education



Justice PB Sawant, Chairman, Press Council of India inaugurating the Seminar. Sitting on his left are Prof. CJ Daswani, Consultant, UNESCO; Shri BN Kamble, Vice-President, IAEA and Shri NC Pant, Joint Secretary, IAEA

programmes in India and suggest suitable strategies for enhancing the effectiveness of media.

The deliberations of the seminar began with an observance of two minutes silence in memory of the victims

of Gujarat earthquake. The inaugural session was chaired by Prof. B.L. Pareekh, Vice President of IAEA. The Chief guest was Hon'ble Justice P.B. Sawant., Chairman, Press Council of India. Prof. C.J. Daswani, Consultant, UNESCO Office, New Delhi was

the guest of honour. Shri NC Pant, Joint Secretary, IAEA welcomed the guests. In his introductory remark Professor Pareekh, highlighted some of the important activities of the Association and its special role through print media. In his address (read in absentia by Shri Prem Chand), Prof. B.S. Garg, President of the

Association pointed out that the media has a strong influence on the masses. He felt that the folk media can play a key role in motivating and mobilising the masses for literacy.

Appreciating the manifold activities of the Association, Hon'ble Justice P.B. Sawant, exhorted the members of the Association to continue their yeoman service to the cause of adult education. He observed that Article 45 of the Constitution covering Fundamental Rights which uphold the Right of citizens to live with dignity inter alia includes the Right to education for all. He felt that in the present information age, where everyone can be reached through media, it can be effectively used to promote adult education programme in the country. Recollecting some of the earlier films made by Sai Paranjpe and others for the promotion of adult education programmes and keeping in view the Prasar Bharati, Justice Sawant felt that in the years to come, there is tremendous scope for using media for the promotion of adult education programmes.

Prof. C.J. Daswani said that one of the best ways to motivate non-literates towards literacy would be through demonstrating excellence in human relationships by the literates. He said that the adult educators need to be cautious while using folk media for rural people. Prof. S.Y. Shah, Director of the Seminar observed that if the administrators and policy makers heed to the excellent suggestions made in the print media regarding various aspects of the adult education programmes, it may greatly help them in improving the programmes. Mentioning the dearth of researches on the impact of media on learners, Prof. Shah highlighted the need for

undertaking more researches in this area. Profusely thanking the Chief Guest, guest of honour, other dignitaries and participants of the seminar, Shri K.C. Choudhary, General Secretary of the Association, commented on the importance of media, specially the print media in promoting the cause of adult education. Reviewing the achievements of the Association, he felt that with the active co-operation of members, the Association will be able to deploy media extensively for adult education programmes.

In all, twenty papers were presented in four thematic sessions covering the role of press, NGOs, universities and State Resource Centres. The first thematic session on the role of press was chaired by Shri K.C. Pant. There were four presentations by Shri M.K. Tikku (Hindustan Times), Ms. Anuradha Raman (Indian Express), Prof. Ramesh Dave (Nai Duniya) and Prof. B.B. Mohanty (Orissa). The second thematic session was on the role of NGOs and it was chaired by Shri Avik Ghosh, Senior Fellow, National Institute of Adult Education, New Delhi. Papers were presented by Shri Tushar Mukherjee (Ramkrishna Mission), Shri Prem Chand, Shri A. Sundararajan (both from IAEA) and Shri Jaipal Tarang, FPAI (Delhi). The third thematic session was on the Role of Universities and it was chaired by Professor Surendra Singh, Lucknow University. Papers were read by Dr. Arun Mishra (Garhwal University), Dr. Manju Lohumi (Himachal University), Dr. A.P. Reddy (S.V. University) and Dr. L. Raja (Gandhigram Institute).

The fourth thematic session on the role of State Resource Centres was chaired by Dr. Mohan Kumar, Additional Director, Directorate of Adult Education. In this session, Dr. P.A. Reddy (S.V. University), Dr. Madan Singh (Literacy House), Dr. S.S. Rawat (Garhwal University) and Dr. Manjeet Paintal (RRC, Chandigarh) presented papers.

A Special session on the role of the print media was chaired by Shri K.C. Choudhary, in which Prof. Ram Sharan Joshi, Executive Director of Makhn Lal Chaturvedi National University of Journalism, Bhopal gave an extensive presentation. He said that the traditional role of media of sensitising people remains diluted and the space for social issues in newspapers is considerably reduced in recent times. Observing that the media is dominated by political issues, Prof. Joshi noted that grass roots level journalists are not oriented towards this. At the same time, there is also a need for training the adult educators in preparing papers, reports and success stories in an interesting manner for publication in the newspapers.

Subsequently, there were three concurrent group discussions on the role of print media, electronic media and folk media which provided an occasion to the participants for an in-depth discussion and identify appropriate recommendations for enhancing the effectiveness of media. The first group discussion was chaired by Prof. Ram Sharan Joshi and the rapporteur was Shri A. Sundararajan. The second group discussion was chaired by Prof. B.B. Mohanty and the

rappporteur was Shri S.C. Dua. The Third Group discussion was chaired by Smt. Kamala Rana and the rapporteur was Shri Prem Chand.

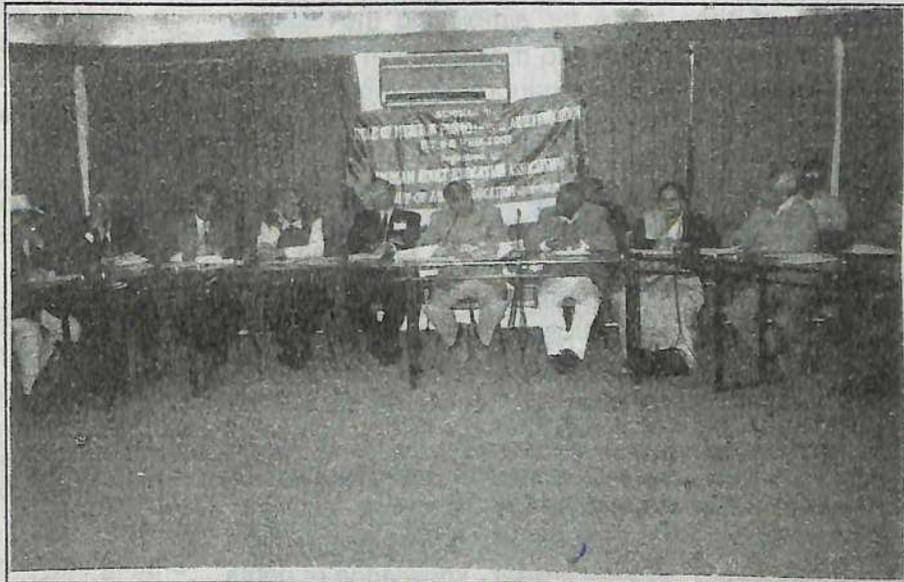
On the Third day of the seminar a special session on the "Six Decades of Adult Education in India" was convened, and it was chaired by Shri J.C. Pant, IAS (Retd.) Chairman, India Literacy Board. Shri Bhaskar Chatterjee, former Director General of National Literacy Mission was the guest of honour. Introducing the Chairman, Shri K. C. Choudhary said that due to the earthquake in Gujarat, the Diamond Jubilee Celebrations had to be scaled down. However, the IAEA decided to go ahead in a rather

subdued manner and chalk out future directions. Then he spoke about the inter connections of media and adult education and requested Professor Shah to provide an overview of important developments in the field of adult education during the last sixty years. Highlighting some of the major activities undertaken by the Association during the last six decades, Prof. Shah drew the attention of the participants to the

unique role being played by the Association in bringing out the Indian Journal of Adult Education uninterruptedly since its inception in 1939. The Chairman of the session recollected the contributions made by IAEA, specially its past office bearers, like Shri Amarnath Jha. Congratulating the IAEA, Shri J.C. Pant felt that NGOs can play a key role in social transformation at grass-roots level. Afterwards

significant milestones during his tenure of six years as the Director General. Shri Chatterjee expressed immense satisfaction regarding the increase in literacy rates in India, strengthening of institutions specially, NGOs, SRCs and Jan Shikshan Sansthan and the recognition of the work of NLM through Noma Literacy Award by UNESCO.

Shri V.S. Mathur, one of the former Presidents of IAEA revealed his past experiences of working in the field of adult education. Recollecting some of the pioneering efforts made by Dr. S.R. Ranganathan, Dr. Ranjit Singh, Dr. Shafiqur Rehman Kidwai, and Dr. Zakir Husain towards the progress of adult education movement in India, Shri Mathur drew the attention of the



Shri JC Pant, IAS (Retd.) addressing the participants (seen fourth from the right) Sitting from L to R are Shri RN Mahlawat, Treasurer, IAEA; Dr. SY Shah, Director of the Seminar; Shri KC Choudhary, General Secretary, IAEA; Shri BL Pareekh, Shri BN Kamble and Smt. Kamala Rana, Vice-Presidents, IAEA; and Shri NC Pant, Joint Secretary, IAEA

Shri N.C. Pant, Joint Secretary, IAEA read out the messages of greetings on the occasion of Diamond Jubilee, from the President of India, the Prime Minister, Minister for Human Resource Development and other dignitaries. The guest of honour, Shri Bhaskar Chatterjee, gave a lucid but scholarly overview of the activities of National Literacy Mission since its inception in 1988. Recollecting some of the

participants to the recent challenges of globalisation and the importance of empowering the poor. Thereafter, several state level reports were presented by Smt. Kamala Rana (Delhi), Dr. Manju Lohumi (Himachal Pradesh), Dr. R.N. Mahlawat (Haryana), Dr. Madan Singh (Uttar Pradesh), Smt. Indira Purohit (Rajasthan). The session ended with a vote of thanks by Shri K.C. Choudhary.

The chief guest of the valedictory session was Prof. N.K. Ambasht, Chairman National Open School. The session was chaired by Prof. S.Y. Shah. Shri BN Kamble, Vice-President, IAEA welcomed the guests. The recommendations of three groups were read out by Sarvashri A. Sundararajan, S.C. Dua and Prem Chand. After introducing the chief guest Professor Shah provided a brief overview of the deliberations of the seminar. Then he invited participants to reflect on the future directions of the IAEA. Most of the participants suggested that IAEA should set up a committee to examine the recommendations of three groups and prepare an action plan for effectively deploying the media for the promotion of adult education programmes in the country. Some of the participants suggested the need for setting up co-ordination committees at National, State and District levels for bringing the media personnel and adult educators more closer and also organising regular orientation programmes for sensitising the media. Besides, it was suggested that adult educators need to be trained in effectively using media and enhancing their media competencies. Briefly reviewing the changes in the concept of adult education in India, Professor Ambasht observed that conceptual clarity has yet to come. He felt that there is dearth of researches in the field and there is also a need to educate policy planners regarding the importance of literacy. In this, IAEA should take the lead. He said that in future, cyber media is likely to eliminate educators and technocrats may dominate the scene. In view of the changing

scenario and the emergence of Gyan Darshan Channel, IAEA should explore the possibilities of producing interesting adult education programmes for the media. Shri R.N. Mahlawat, Treasurer of IAEA, proposed vote of thanks. ■

Legal literacy imperative for women

Eminent women working in the area of women's empowerment made out a strong case for simplifying the existing laws and making them intelligible to all. Inaugurating the three-day workshop on 'Capacity Building of Women Through Legal Literacy'. Ms Suman Krishna Kant, wife of the Vice-President, said grassroots workers need to be involved to make the legal literacy campaign effective.

Legal Literacy, according to Ms Kant, is imperative for women to enable them to enjoy equal rights with men, particularly in areas which determine their life. "Legal literacy equips women with the necessary knowledge of rights and legal guarantees provided in our Constitution and our laws. It is a matter of great concern that there is a growing hiatus between legal guarantees and ground realities."

Expressing concern at the growing incidence of crime against women and a low conviction rate in such cases, Ms Kant said the State should be in a position to secure the conviction of their tormentors and the victims should be in a position to seek justice. Bringing up the negative image of laws which often prevents women from approaching it, she underlined the

importance of demolishing this myth and making women realise that laws are meant to protect their rights and provide legal remedies.

Earlier, addressing the inaugural session, Ms Justice Leila Seth, the chairperson of Multiple Action Research Group (MARG) - organisers of the workshop - said there was an urgent need to demystify the law and make it more accessible to all.

Of the view that there can be no exaggerating the need for education, empowerment and legal literacy, she said these are essential for not only uplifting women but also raising their self-esteem.

Dwelling at length on the various aspects of legal literacy, Ms. Justice Seth summed them up as the "four As" : Awareness, Assertion; Attitudinal change and Action. Keen to generate awareness on the subject, she advocated making legal literacy a part of the school curriculum. Stating that prevention was better than cure, the chairperson of the Central Social Welfare Board, Ms Mridula Sinha, suggested that folk traditions be used as vehicles for generating awareness on legal literacy. ■

Number of Black listed NGOs 264 not 400

In our January 2001 issue of Newsletter we informed that 400 NGOs are blacklisted but the Director (Investigation) CAPART has informed us that they have blacklisted 264 NGOs. The mistake is regretted.

Information Literacy

PK Bhattacharyya

At one stage in human endeavour the three R's define literacy. This fixed the process skills of reading and writing or alphabetic literacy. If you could write your name, you are literate. Interpretation of a concept however is determined by the need of the society at that time. Social and individual purposes call for literacy. Scholars and religious elites in the first instance needed literacy, but the demand has broadened now. Like language, literacy is also dynamic. Definition of literacy has changed over decades and one country puts it to be able to get along well in the society being able to read, use numbers, find information and use it properly. There have been many researches on the subject particularly during the last decade; how should it be defined, whether it is process or content oriented or it is social education or resourced-based learning or it is to be expressed in terms of skills, behaviour attitudes, etc. Or is it an umbrella phrase that has many components.

Some refer to IL as a philosophy, a phenomenon, and a mere frolic with semantics. Others find that literacy depends on information. Structured and processed bits of information add up to knowledge. In seventies Alyin Poffler told us that knowledge doubles in every decade. Today knowledge is doubling every three years. That means, the knowledge base for a primary child today will grow one million times larger at the time of

his attaining the age of seventy. Definition of IL in terms of attributes of a person has been coined by a researcher -- "ability to access, evaluate, and use information from a variety of resources, to recognize when information is needed, and to know how to learn."

Searching right information at the right moment is not the only qualifying factor for an information literate, but the ability to construct knowledge with intrinsic motivation to learn throughout life is more important. In the history of human civilisation, out of four major revolutions in education, the second revolution was heralded by invention of scripts which Plato opposed tooth and nail. According to him, scripts will destroy human memory. Plato was perhaps correct as the human brain which has the capacity to store more than one thousand volumes of encyclopaedia is being minimally used after that event as coding and decoding written symbols into messages began. Next revolution began with the invention of printing technology by Gutenberg. Today scholars say that literacy is an act of semiotics. Every symbol representing human communication outside the human body -- whether it is printed or hand written or generated text, visual, audio, digital -- is a type of human literacy. Every communication implies encoding and decoding of information. Therefore, researchers say that literacy is fueled by information and all

literacy is Information Literacy. Let us drop lexical inflation attached to the nomenclature today when the world is producing millions of megabytes of data for every person on the globe. "It has taken 300,000 years for humans to accumulate 12 exabytes of information. It will take just 2.5 more years to create next 12 exabytes" -- reports a data storage firm. World produced between one and two exabytes of data per year. An exabyte is one billion gigabytes or ten to the power eighteen bytes. Literacy depends on information and today we are drowned in the sea of information. So 3 Rs need be extended to ability to read, write, absorb, assimilate, comprehend and digest so as to construct knowledge from all possible sources of information -print and non-print, analogue and digital, electromagnetic and electronic.

A set of behaviours leading to development of techniques and skills to survive in the Information Age naturally develops in a motivated learner of today. This enriches metacognitive processes in humans. So IL thus gives rise to "learning how to learn," that is, critical thinking. Cornerstone of IL is self-directed and life long learning. IL is the new literacy. It is emotional, multicultural, collaborative, communicative and artistic. It is electronic, image driven. It appeals to many senses, in modes called on-line or offline, interactive or non-interactive, synchronic or asynchronous.

So, for defining literacy in the Information Age, 7Cs have to be

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added to conventional 3 Rs. These are Creativity, Collaboration, Cross culture understanding, Communication, Computing, Career, Critical thinking. Information seeking is prompted by the need to fill the knowledge gap. There are four types of need: Visceral, Conscious: which is mentally defined, Formalized: which is articulated verbally or in writing, Compromised: which implies articulation in machine language. The need develops into information seeking tasks. Those tasks may be divided into: Complexity (name or address is simple, effect of pesticides is complex), abstraction (opposite to concrete), specificity, expectation, criticality (information on life saving drug is more critical than that on tips on gardening), volume (small like a word or infinite like functioning of brain).

IL can be incorporated in the learning process at any stage of school education. As mentioned in the National Policy on education - 1986, the role of the teacher in the classroom is that of a facilitator. The teacher could initiate discussion, stimulate activities, ask questions, give assignments so as to cover key Information Literacy elements some of which are related to access, understanding, assessment, application, communication, creation, valuation of information. Access implies source of information and how to reach there. Questions like, 'how many sources of information you know about,' 'how do they differ,' etc set the questioning mind into thinking. For Understanding of Information, the learner can be asked to find

out main ideas of the information from text or non-text materials, who created the information, with what purpose and whether it is relevant to the learner. Assessment of information could be made very interesting to the learner by asking whether the learner trusts the information, Why he trusts or distrusts it, whether it is bias-free, complete and fit for using it for a decision. How to use the information, how learner's parents or friends would like to use it - activities initiated by such questions can be classified under application of information. How to share this information with others (oral, postal, faxed, e-mailed modes) and technology associated with these provide frame work for learning about communication. Creation of information opens up the opportunity of showing innovation while writing story or preparing a storyboard for videography. One's thought process could be traced by oneself and shared with others. To value information, the learner has to find out why one has to pay for the information contained in newspapers, books, CDs, cable TVs, etc, whether one can sell information, whether anybody can have access to any information on the Internet.

Citizens with information resources are in a position to make more intelligent decisions than those who are information illiterate. To take leadership in global IT, India has to channelise learning of formal and non-formal children along the lines of 7Cs while triggering their thinking with key Information Literacy elements.

Prof. Bhattacharyya is the Joint Director, Central Institute of Educational Technology, NCERT, New Delhi

IGNOU offers Computer literacy to the school dropouts

In today's modern world, it is of paramount importance to be a computer literate. The disparity amongst haves and have-nots is increasing. The computer literacy course is IGNOU's way of checking the digital divide, which is increasing at a fast pace. CEE, endeavours to take computers to the school dropouts of that section of society who cannot otherwise, dream to reach a computer centre, because of exorbitant fees.

The CEE developed a course on Computer Literacy for adolescent youth who are school dropouts between classes 8th and 10th. Beginning in August 1998, after the pilot phase the course has been now extended beyond Delhi and is being offered through 29 centres. Now IGNOU centres in Rajasthan, Punjab, Uttar Pradesh and Haryana. The CEE has found suitable partners -- computer centres and NGOs -- to ensure an effective delivery mechanism.

The enrolled students are mostly from slums, resettlement colonies and rural areas. These students are required to attend computer classes at a centre of their choice twice a week. The duration is of minimum one year and maximum of two years. Computer literacy course consists of 4 units. Three months are devoted to each unit. There is a choice between 'Hindi DTP' or 'Computer Assembly' in fourth unit. Students are taught DOS, Memory, Window 95, Access, Excel, Power Point and Tally. ■



Reddy, M.V. Lakshmi. **Dynamic Role of Adult Education : Marching Towards A Learning Society.** New Delhi, Aravali Books International (P) Ltd., 2000, p 101. Rs.150.

It is perceived as literacy for illiterates, functional literacy for literates, education for the uneducated, awareness for the ignorant, continuing education for the literate and educated, in-service education/training for the employed, guidance and counselling for all the needy adults, workers education for the workers, women's education and home science for women and extension education.

The book is divided into four sections. Section I of this socio-economic, demographic, geographic, political and cultural conditions determine the conception and the nature of adult education in a country. Adult education in India is no exception to it. Change in conception, nature and objective of adult education compels organisational and change and innovations.

Indian adult education underwent significant changes in its organisational and administrative structures. But what is the impact of these changes on adult education in the country is an important thing to be examined. Are the changes determined by the policy compulsions due to necessary change in the nature and

objectives of the programmes and policy or by extraneous factors? Did the changes lead to sustainable and progressive structures over a period of time? How did these changes affect or effect implementation of adult education in India? These are the issues dealt within greater details in Section II of this book.

Literacy is a tool for self-education of an individual and education is a *sin qua non* for individual, social and national development. In adult education of any country with low literacy, literacy has obviously formed an essential component of the programme. India being the second most populous country in the world and with almost half of its population being illiterate, a major drive against illiteracy has been launched at different times. Total Literacy Campaigns under National Literacy Mission in 1988 are the important ones among the latest drives. Given the magnitude of problem of illiteracy in India, achieving the target of hundred per cent literacy to make India completely literate calls for intensive, diversified and sustainable efforts which would really be mind-boggling. Status of Total Literacy Campaigns and the geographical and gender disparity in literacy in India would reflect on the herculian nature of tasks undertaken and ahead for sustenance of the efforts aimed at addressing the gigantic problem of illiteracy. All these and emerging trend in gender disparity in literacy in India are touched

upon in Section III.

India is a multi-lingual, multi-religious, multi-caste and multi-cultural country with different educational and economic levels or standards. Each section or stratum of the society poses different challenges, thereby multiply the problems and complicate the tasks of the educational planners, administrators and the field functionaries. While illiterates need literacy, the literates need awareness and functionality, the educated need continuing education, the unemployed need placement education, the employed need training, orientation, retraining and reorientation, the youth and unemployed educated need guidance and career counselling, the women need empowerment education and so on. Provision of education to all these sections require well planned, concerted and coordinated activities in the development of education only then would the education be accessible to all the needy, deprived, disadvantaged and the poor. Further, different sections of the society need education of the kind they require. The chapters in Section IV provide the wholistic view of the educational system and focus on evolving a strategy for convergence of conventional and non-conventional education in India.

Kalra, R.M. and Kalra, S. **Adolescents and Aids : A New Generation at Risk.** New Delhi, Vikas Publishing House Pvt. Ltd. 1996, p 141. Rs.195.

The book is divided into ten

chapters. Chapter one and two are on adolescents and aids - third world at risk and teaching sexual health. Chapter three is on aids and its prevention. Chapter four deals with Adolescents, AIDS and South East Asian Region. Chapter five, six and seven are on out of school adolescents and aids, clarification of values and aids and community awareness drive in education and prevention of aids. Chapter eight is on cultural heritage and sexual behaviour pattern in the third world countries. Chapter nine is on psychic drugs, aids, alcohol and adolescents. The last chapter is healthy living.

Sharma, R.C. **Adult Education : Training and Development Handbook**. Jaipur, Mangal Deep Publications, 2001, p 297, Rs.655.

The book is divided into nineteen chapters. Chapter one is on adult education instruction : an introduction. Chapter two and three are on overview of learning for adults : a perceptual approach and teaching methods for adults instruction. Chapter four and five are on learning contracts and internship. Chapter six deals with model for adult learning. Chapter seven is on instruction for adults for competency. Chapter eight and

nine are on evaluation in adult instruction and correspondence study and adult education. Chapter ten deals with curriculum model for adult education. Chapter eleven and twelve are on computer-enriched instruction and community service and instruction. Chapter thirteen is on lecture methods for adult education. Chapter fourteen and fifteen are on discussion methods and mentorship. Chapter sixteen is on case study method. Chapter seventeen and eighteen are on objective for adult instruction and demonstration and simulation methods in adult instruction. The last chapter is on forum, panel and symposium methods.

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TO

IAEA

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Better health-care means more literate Indian women

The Human Resource Development (HRD) Ministry has announced that the literacy rate of the country has increased by about 11 per cent in the last seven years, from 1991 to 1998, thanks to better health-care facilities being provided to women and children.

The facts have been brought to light by the National Family Health Survey conducted in 1998-99. Though the actual figures are yet to be released, the survey report said that the literacy rate was almost 70 per cent in 1998 for the 15 to 39 age group.

The increase in the rate is said to be over 8 per cent in the last six years. The survey shows that the male literacy rate has increased by 10.4 per cent during the years 1991-98, while the female literacy rate has increased at a much higher rate by almost 12.1 per cent.

The rate at which female literacy has increased is almost 2 per cent higher than the male literacy rate. The gap between male and female literacy rates has fallen from 24.8 per cent to 23.1 per cent in seven years.

An important aspect highlighted by the survey is that the rural literacy rate has increased at a higher rate as against the urban literacy rate. While the urban literacy rate has increased by 7 per cent, rural literacy has gone up by 12 per cent.

In the urban areas, the female literacy rate has shown considerable improvement as compared to rural areas. It has gone up by 8.15 per cent, but the male literacy rate figures show a marginal increase of just 6.41 per cent.

Compared to the urban scenario, the rural male literacy rate has gone up by 11.73 per cent, while female literacy has increased by 13.08 per cent -- almost a vindication of the HRD Ministry's earlier projections.

The survey has brought more good news by indicating that a positive correlation exists between the literacy rate of women and their health-care, as well as that of their children.

The overall infant mortality rate has declined sharply in keeping with the increasing

education of mothers, ranging from a high of 87 deaths per 100 live births for illiterate mothers to a low of 33 deaths per 100 live births for mothers who have completed high school. The under-five mortality rate has also been said to have reduced substantially from 123 per 100 to 37 per 100 for mothers who have completed high school.

Twenty-eight per cent of the children of illiterate mothers are fully vaccinated, as compared to 73 per cent of children of mothers who have completed high school. Proving literacy to be the cornerstone of development, the survey found that the total fertility rate among illiterate women is 3.47 compared to 2.64 among literate women. ■

Research Methodology Course

IAEA proposes to organise a 10 day Research Methodology Course in Jul-Aug 2001 in collaboration with Group of Adult Education, JNU. The course fee is Rs.1500/-.

Desirous candidates may send their application to IAEA.

National Seminar on the "Role of Media in Adult Education"

Recommendations of the Seminar

Indian Adult Education Association organised a National Seminar on the Role of Media in Adult Education on Feb 6-8, 2001 in collaboration with Group of Adult Education, Jawaharlal Nehru University, New Delhi at the India International Centre.

The Seminar made the following major recommendations:

Group 1 : Print Media

1. Appropriate strategies should be evolved for improving the interaction between journalists and adult educators.

2. The journalists need to be oriented towards the importance and role of adult education in society. IAEA may evolve appropriate strategies.

3. Adult Educators need to be trained in journalistic mode of presentation of success stories and reports. For this, IAEA may organise workshops.

4. Success stories in adult education need to be publicised through eminent personalities.

5. Important adult education news and reports should be vetted by journalists before publication.

6. Special efforts should be made to invite V.I.Ps for adult education programmes so that the media gives due coverage to adult education.

7. Reports on Adult Education programmes should be made news-worthy by highlighting their relevance to society.

8. Press releases should be well prepared and sent in advance.

9. Research on print media needs to be strengthened.

10. IAEA should make an appeal to press to devote regular space for adult education.

11. A paper on adult education may be introduced in the Journalism courses.

12. IAEA should hold regular meetings with journalist for orienting and sensitising them about adult education programmes and policies.

13. On International Literacy Day, special supplements should be sponsored by advertisers in leading newspapers.

14. IAEA may explore the possibilities of launching a feature agency for providing relevant subject matter for press on regular basis.

Group 2 Folk Media

1. Outreach of folk media need to be expanded through :

a) Involvement of Panchayati Raj Institutions and N.G.O.s in the development and utilisation of this media;

b) Identification of available local talent;

c) Training and orientation of the identified local folk artists.

d) Setting up of local folk art groups comprising of students, functionaries and local youths with the help of talented folk artists ;

e) Orientation of the field functionaries and the community in the use of folk media for adult education.

2. Contents of folk media needs to be diversified by identifying the local needs of the community. These needs could relate to literacy, health education, environment improvement, sanitation, population education, eradication of superstitions i.e. inculcation of scientific temper, building of self confidence among the learners and other activities leading to improvement of living conditions of the people. However for effective use of media, the needs may have to be prioritised so that emphasis can be laid on covering the priority needs first.

3. Effectiveness of the folk media need to be improved by ensuring participation of all sections of the community in the folk media activities and performances. Local N.G.O.s, Panchayats, Mahila Mandals, Youth Mandals and educational institutions will need to be involved in a co-ordinated manner.

4. Suitable steps may be taken by folk media to utilise the services of other forms of media to reach to the target group. Folk songs/stories have to be printed in the form of booklets and widely circulated. Help of the audio/video tapes has to be taken to make these songs/stories more popular among the people. Folk songs/dramas can be broadcast on radio and television. A multimedia approach will integrate folk forms of media with print and electronic media.

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Advertisers can get girls to go to school

Impressions gathered while visiting Madhya Pradesh villages with its Chief Minister

Where the spirit is willing, things happen. The first step, it is said, is to really want to achieve something, only then will action follow. Last week I witnessed a series of events that showed me how important this truism is. Last week I had the opportunity to visit, a small region in the heartland of India -- five villages, some set in stark and harsh surroundings with little access to basic resources such as water, electricity and sanitation. Others, more prosperous with ample water resources enabling them to enjoy some of the good things in life --TV, transportation and electricity.

Last week, I was party to no ordinary visits, either for the villagers or for me. Last week, I was a keen spectator watching, close-up, a chief minister, accompanied by just two senior civil servants call on his people - touch them, talk to them, take tea with them, care for them. Last week I confronted the reality that reaching out is only half the battle -- understanding the people and their concerns and inhibitions and working with them to sort these out to enable them to act is almost the greater challenge.

However, without the first crucial step of caring enough to reach out and provide some resources, nothing will happen. It is this not so benign neglect that has led to so little happening to improve the lives of these so patient people of India's villages. However, last week, I felt that may be things would change, that there was good reason to hope.

So, let me tell you what happened recently. The people in these five villages met and mingled with their chief minister. They spoke with him, shared their problems and dreams and brought forth those in special needs such as a man suffering for many years with the most horrendous facial disfigurement and a polio-crippled lad. In both cases, the response was instant and, within 24 hours, they would receive medical attention for the first time in their lives.

They also discussed practical issues such as the importance of water replenishment schemes, the functioning of local village institutions, especially schools. And, it was here that the greatest challenge emerged: how to get girls to go to school? It had been assumed that setting up local village schools under the direct control of villagers would overcome many of the problems of the failed centrally controlled school programme. Well, the schools are there; the guruji is in place, but the girls are not sent except surprisingly in predominantly adivasi villages. And, what a difference going to school makes -- the girls smile more brightly as they show off their skill in signing their names.

In other more prosperous villages, despite exhortations from the chief minister to send their daughters to school, the response is negative. Why? This must be properly understood if we are to harness the force of education to

improve people's lives. This "why?" must be addressed if we are to change present attitudes and get families to ensure that their daughters go to school. This "why?" is a demand-generating challenge that could and should be tackled by skilled market research and marketing experts. As evidence of marketing success, I spotted an empty packet of Taj Mahal Tea by wayside in the most backward tribal village; and Parle biscuits accompanied the hot cups of tea! Tackling this "why?" successfully may well represent the single most important task that confronts practitioners of persuasive mass communication: advertisers and ad agencies do take up the challenge.

- Tara Sinha
Indian Express

PTU's non-formal education unit

The Punjab Technical University (PTU) has decided to establish a division of non-formal education to cater to the rising demand of technical human resources and to gain the maximum out of the information and communication technology boom.

Prof. H.S. Gurm, Vice-Chancellor, told that the versity wanted to take the latest technical know-how at the doorstep of entrepreneurs of the state to face the competition of the global market.

"We have decided to collaborate with private institutions in order to provide low cost quality education. This will certainly benefit the university, students and the industry in the long run." ■

Recommendations

5. Indian Adult Education Association through its state branches and its institutional and individual members need to perform a vital role in the development and utilisation of folk forms of media which can be effectively used to promote adult education.

As a nodal agency, IAEA need to take up following activities :

a) Local surveys in different areas to identify the talent with regard to different forms of folk media prevalent in that area.

b) Need identification exercise and prioritisation of the requirements keeping in view the human and material resources which can be mobilised.

c) Training/orientation of the identified talented artists to use their talent in the area of adult education.

d) Training/orientation of students/local youth and functionaries by the talented artists in the area of folk art.

e) Forming of performing groups comprising of talented artists and local participants

f) Audio/Video cassettes to be prepared on the basis of scripts prepared through the workshops. Documentation of these scripts to be done for wider publicity and use by different agencies/individuals for motivation and training.

g) Folk art performance to be arranged and monitored. These performances would be direct and also through different media support.

h) Resources to be mobilised from all available sources.

i) Evaluation and proper management of the delivery system, feed back to be utilised for improving the delivery system upto the lowest level.

Group 3 Electronic Media

1. Some kind of concession or rebate on development oriented programmes on electronic media should be provided by the Government.

2. Akashvani and Doordarshan should maintain a panel of scholars and specialists for specific programmes on adult education.

3. TV and Radio should come out with some more powerful ideas and programmes to uplift the consciousness of the people and provide popular support to the development initiatives.

4. Special support need to be given to electronic media for serving civil society.

5. All the members of executive committee of IAEA should be internet trained and every one should have an E-mail account.

6. IAEA should organise a training programme on writing for electronic media.

7. IAEA should prepare itself to become a cyber university in the field of adult and non-formal education as was suggested in the declaration of the Lucknow conference of IAEA.

8. Indepth researchs on the impact of media and its utilization should be conducted.

9. Data and profile of Indian culture and life should be collected after intensive research and it should be used to prepare a meaningful and effective adult education programme for media.

Govt plans to include IT in school curriculum

School education will never be the same again, provided the Human Resource Development Ministry's plans for integrating Information Technology (IT) into the curriculum are carried out successfully and hopefully, the days of chaotic and haphazard teaching of IT in schools will soon be over.

Tiny tots in primary schools will learn IT demonstrated through activities, such as, starting and shutting down the computer, using the mouse, keyboard and printer; basic vocabulary like disk drive, RAM, ROM, processor, modem, ALU, CU and Interface.

The social and ethical issues they will learn are sharing resources with fellow-students, respecting others' privacy and intellectual property, ensuring correct use of equipment and maintaining its cleanliness.

Students in middle schools would learn to use educational software, again demonstrated through activities, and to communicate through e-mails (under the teacher's supervision, of course), learning at the same time to ensure proper use of the software media.

Those in secondary schools will learn to gather data using scientific probes, use graphing calculators and graduate to be able to make connections, making informed choices of appropriate technology systems and services in a variety of contexts.

The National Council of Educational Research and Training (NCERT) has just come out with a curriculum guide and syllabus for IT in schools as an immediate step following the publication of the National Curriculum Framework for School Education late last year. ■

NCERT's revamped curriculum to link education with life skills

The National Council of Educational Research and Training will introduce the new national curriculum in the coming session. The step is being taken as experts felt there was an urgent need to renew the syllabi and introduce a new generation of text books.

The new 10-year curriculum, to be introduced in April, will replace the present one developed in 1988. The new curriculum stresses on linking education with life skills; incorporates myriad concerns -- consumer rights and issues, scouts and guides, environment, disaster management and neighbourhood management among others, and seeks to prepare students to face the challenges of life, say NCERT officials.

It will also help the child in dealing with issues of drug addiction, violence, teenage pregnancy, AIDS and many other health-related problems.

This, in addition to promoting awareness of consumer rights, includes questioning the quality of goods and services, legal literacy and understanding of civic and administrative procedures.

The new curriculum, said NCERT officials, had been framed keeping in mind the main objectives of education -- to achieve social cohesion and nurture the creativity of every child.

The framework also addresses reduction of the curriculum load. "One way to

partly resolve the issue would be by taking out information which has become obsolete and thereby redundant. ■

New target for India: Universal secondary education by 2015

India now has a new target date to contend with, achieving universal secondary education by 2020, but preferably by 2015. And, to bring this about, another two lakh secondary schools to be built.

Inaugurating a National Conference on Secondary Education, organised by the National Institute of Educational Planning and Administration (NIEPA), Human Resource Development Minister Dr. Murli Manohar Joshi said that universalisation of secondary education also needed a mission mode approach as did universalisation of elementary education in *Sarva Shiksha Abhiyan*.

This was important not only to make India globally competitive but also to improve the quality of life in the country. The NIEPA was also told to take note of the great education divide that was coming up in the country, with one set of people enjoying high quality costlier education and the other being educated through normal educational channels. "This divide is contributing to social tensions and differences," Dr. Joshi cautioned.

Pointing out that universal elementary and universal secondary education were not linear operations, he said that India must move simultaneously with the ongoing campaign to

achieve universalisation of elementary education by 2010 and ensure that the universal secondary education target was reached by 2020, preferably by 2015.

"We must plan for this now," he said. "Even in a country like China, the participation in higher education is many times more than in India and this must change and change fast." ■

Education policy debate heads for Parliament

The debate on the proposed higher education policy, coupled with the teachers' tussle with the UGC, is expected to spill over to the Parliament as the first question in the Lok Sabha.

The teachers are protesting against the report on "Policy Framework for Reforms in Education" submitted by the Prime Minister's special task force on trade and industry. The report proposes "privatisation of higher education", which the teachers feel is a "conspiracy to dismantle the state-owned/supported system of higher education".

"How can you trust money-minting industrialists with the power to propose education reforms," said RJD's Raghuvansh Prasad Singh.

Terming the multinational companies as "vultures" eying the agricultural and education sectors. It is alleged that the government was taking people for a ride. The multinationals were "opportunists" and were "responsible for the technological backwardness of the country" by not investing in research and development, he added.

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Global movement for education

The Governments of the world and UNESCO have miserably failed in attaining the goals of education for all. The slogan given at Jomtien in 1990 to educate the world by 2000 was a missed opportunity. The Dakar Framework of Action agreed last year by the governments and UN agencies has yet to take off. No sign of concrete action at national level has been seen.

Education is a fundamental right, a state responsibility and an achievable goal if there is adequate and honest political will. A worldwide social movement or people's movement is needed to make it happen.

Thousands of non-governmental organisations and teachers unions will join together to organise a Global Action week from 2nd to 8th April in over 150 countries to demand immediate steps for designing and implementing national plans of action to achieve education for all goals.

Demonstrations, rallies, marches, public meetings and media mobilisation will be held throughout the world. Governments will be asked to increase spending on education to the level of at least 6% of GNP and that industrialised countries devote 8% or more of their overseas development budgets for basic education.

These were some of the results of the first world conference of civil society on the issue of education concluded this past week in capital.

The Congress has been convened by the global campaign for education a worldwide network of international and national coalitions and organisations. Expressing his strong support of the conference's objectives, UN Secretary-General Kofi Annan said in his message. ■

Bush prepares to reform education policy

President George W Bush prepared to send to Congress a plan to reform America's education system, including a controversial programme to give federal aid to help students in failing schools obtain private schooling.

It will be the first legislative proposal the new President submits, and coming three days after his inauguration, underscored the importance. Mr. Bush places in adhering to a campaign pledge to make improving education a central theme of his presidency.

Before announcing the plan, Mr. Bush met key members of Congress to outline his proposals.

Mr Bush defended his plan to give \$1,500 vouchers to the parents of students in public schools deemed failures for three years in a row. The money would help parents pay to send their children to private schools, including religious schools.

Mr Bush called vouchers an essential part in making schools more accountable, saying "for there to be an accountability system that's got merit, there has to be a consequence." He said "if children are trapped in failing schools," parents should have options to deal with that.

"None of us at the federal government should try to impose a school voucher plan on states and local jurisdictions. That's not the prerogative of the federal government as far as I'm concerned, but to the extent that the federal government spends money, we ought to expect results and good consequences," he said. ■

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Education

"There is no doubt that education is the one factor which can spur economic and social growth," said Prasad. Pointing to the low budget allocation for education. "This is why we are not being able to meet the challenges of globalisation."

It will be difficult to attract and retain talent in the universities if conditions are made adverse," said the president Kapil Kumar of the Federation of Central Universities Teachers' Association (FEDCUTA).

Any policy shift in education has to be debated by the public and in the Parliament, he added. "This policy will put higher education out of the reach of 90 per cent of the public," added Delhi University Teachers' Association President SS Rathi.

The report recommends total withdrawal of government support, to higher education, which should be made self-financing or should be handed over to the private sector. The report also suggests legislating a Bill "to encourage establishment of new private universities in the fields of science and technology, management, economic, financial management and other critical areas with commercial applications." ■



Aggarwal, J.C. **Basic Ideas in Education**. Delhi, Shipra Publications, 2001, p 204, Rs.450.

The book attempts to present the deeply penetrating and subtle thoughts of the master minds on educational philosophy and practices in a very simple and easy to understand manner. It includes the thinking of the Eastern educational philosophers from Yajna-Valkya to Gandhi ji and of the Western from socrates to Dewey. Besides providing a detailed analysis of the contribution of Tagore, Gandhi, Krishnamurti, Rousseau, Paulo Freire and Dewey.

The concept, meaning, aims, directions and priorities in education in Indian context have been dealt with a deep insight and clarity.

Russell, Bertrand. **Education and the Good Life**. New Delhi, Kanishka Publishers, Distributors, 2000, p 180, Rs.395.

The present book Education and Good Life (1926) is a very instructive book. In it he has given his philosophical and practical ideas on a number of topics relating to modern education such as aims of education, fear, play, selfishness and property, truthfulness, punishment, affection and

sympathy, sex education, nursery education, school curriculum, university etc. His expositions on all these topics is very illuminating.

Thakar, Sandhya and Patel, Ramila. **A Study of the Ageing Persons' Aspirations for a better life and their needs for happy living**. Ahmedabad, Dept. of Adult and Continuing Education and Extension Work, Gujarat Vidyapeeth, 2000, p 44.

The present study highlights various problems of aged persons in rural and urban areas. Part I discusses the problems of aged persons in family and attitudes of family members towards their old parents. Part II discusses the views and opinions of respondents below 60 years towards ageing persons. The study has also highlighted the rural and urban situation.

Mohanty, Jagannath Ed. **Studies in Distance Education**. New Delhi, Deep & Deep Publications Pvt. Ltd. 2001, p 606, Rs.990.

This book "Studies in Distance Education" has mainly two parts - a) Theoretical and Historical Perspectives of Distance Education, and b) Correspondence/Distance Education.

In the first part, as many as 13 discourses have found place on the concept, need, nature, methods and media of Distance Education, Besides historical development as well as models

and forms of Distance Education including Open University, Educational Technology, Distance Education Directorates/Agencies, etc. have been discussed particularly in the context of students achievement, teachers' effectiveness and their professional growth.

In Part B as many as 29 studies have been presented with their findings and implications for improving the D.E. system in general and the ETV programmes intended for Distance Education systems.

Sharma, S.N. and Ravi Prakash. **Adult Education and Social Growth**. New Delhi, Kanishka Publishers, 1996, p 242, Rs.400.

The book is divided into thirteen chapters. Chapter one is on adult education and human needs. Chapter two and three are on adult education for growth and education for economic and social growth. Chapter six is on reform of adult education. Chapter seven and eight are on adult education for community development in U.S. and adult education for the family. Chapter nine is on role of mass media in adult education. Chapter ten deals with understanding adult learners. Chapter eleven and twelve are on teaching and learning approaches in adult education and programme development of adult education. The last chapter deals with priorities in continuing education.

Ramaiah, Y.R. **Distance Education and Open Learning.** New Delhi, Mittal Publications, p 2001, Rs.650.

Distance education provides at least necessary technical and organisational preconditions for a universal admission to continue and higher education. Open education acquires a definite role in developing the right kind of social value, attitudes and habits among the weaker sections including the tribals.

Kalra, R.M. **Drug Addiction in Schools.** New Delhi, Vikas Publishing House Pvt. Ltd., 1997, Rs.195.

In this book, Prof. Kalra points out symptoms indicating possible drug addiction among

students in schools. He also enumerates possible reasons for hooking on to drugs and alcohol. Numerous strategies such as values clarification, Love as a Basis for School Curriculum, Psychological Basis of Learning, Community Awareness/ involvement Drive etc., for eradication and prevention of drug addiction in schools have been discussed.

Rossiter, Marsha. **A Narrative Approach to Development: Implications for Adult Education.** Adult Education Quarterly, Vol.50, No.1, Nov 1999, p 56.

This article is to describe a narrative approach to understanding adult development

and to suggest that such an orientation holds rich potential for enhancing our understanding of adult learners, the place of learning in their lives, and the possible roles educators might play in learners' developmental processes. The first section outline two areas in which stage and phase models of development have been questioned, the universality of developmental and posited by prevalent theories and the related implications for practitioners. The main body of this article discusses five orientations that are fundamental to understanding a narrative approach to development. Finally, the value and potential contributions of the narrative approach are addressed.

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