

IAEA NEWSLETTER APRIL 2001 - MARCH 2002 1291



Literacy Rate Jumps to 65.38%

Provisional Population Results - Census of India 2001

At 00.00 hours of March 1, 2001 the population of India stood at 1027,015,247 comprising of 531,277,078 males and 495,738,169 females. Thus, India becomes the second country in the world after China to cross the one billion mark.

India added about 181 million persons between 1991-2001, which is more than the estimated population of Brazil, the fifth most populous country in the world. India's share of the world population is 16.7 per cent. The percentage decadal growth of the country as a whole has declined from 23.86 during 1981-1991 to 21.34 during 1991-2001. Thus, India has registered a fall in its decadal growth rate by 2.52 per cent points, which is the sharpest decline since independence. Among the major states Bihar has recorded the highest increase in the percentage decadal growth from 28.47 during 1981-91 to 28.43 during 1991-2001. During 1991-2001, the lowest growth rate was recorded in Kerala 9.42 per cent followed by Tamil Nadu (11.19) and Andhra Pradesh

(13.86). Andhra Pradesh has shown the sharpest decline among all the major states (10.34 per cent). The average annual exponential growth rate has declined from 2.14 per cent in 1981-91 to 1.93 per cent during 1991-2001.

Uttar Pradesh continues to be the most populous state in the country with 16.17 per cent of India's population followed by Maharashtra (9.42 per cent) and Bihar (8.07 per cent). In fact the population of Uttar Pradesh (166 million) is more than the estimated population of Pakistan. It would be interesting to note that decline in growth rate during the decade 1991-2001 as compared to the previous decade.

India now has 57 more persons per sq. km. as compared to 1991. West Bengal is the most densely populated state in the country with 904 persons living per sq.km. followed by Bihar with 880.

Sex ratio (the number of females per 1000 males) for India is 933 females per 1000 males, which is an improvement of 6

points over 927 recorded in 1991 Census. Like the 1991 Census, the highest sex ratio (1058) has been reported in Kerala, Haryana has reported the lowest sex ratio of 861 among the major states. One of the interesting fact that has emerged, is that the sex ratio of child population in age group 0-6 is 927. The child sex ratio in 1991 was 945. The sharpest decline in sex ratio of the child population has been observed in Himachal Pradesh, Punjab, Haryana, Gujarat, Uttranchal, Maharashtra and Union Territory of Chandigarh.

The literacy rates among the population seven years and above for the country stands at 65.38 per cent. The corresponding figures for males and females are 75.85 and 54.16 per cent respectively. In other words three-fourths of the male population and more than half of the female population in the country are literate today.

Thus, the literacy recorded an impressive jump of 13.17 percentage points from 52.21 in 1991 to 65.38 in 2001. The increase of literacy rates among males and females are 11.72 and

HRD Ministry to give boost to vocational courses

Human Resource Development (HRD) Ministry is gearing up to promote vocational studies among the students by ensuring "vertical mobility" for the passouts of vocational courses at 10+2 level. This assumes significance as students having done 10+2 in vocational courses have to face lot of difficulties in getting admission in degree courses.

HRD Secretary MK Kaw called a high level meeting on January 8 to discuss the recommendations of the Task Group on vertical mobility of 10+2 passouts from the vocational stream.

The meeting was attended by the representatives of agencies like University Grants Commission (UGC), All India Council of Technical Education (AICTE), Indian Institute of Technology (IIT), Industrial Training Institute (ITI), National Council of Educational Research and Training (NCERT) and even the Agriculture Ministry.

The Ministry has directed the abovementioned organisations to take immediate steps to attract more students to the vocational courses.

The students, who do not have the advantage of moving to higher education at tertiary level, are getting increasingly reluctant to join 10+2 vocational courses, even when they find these courses are more relevant to their needs, interests and aptitude," says the Task Group report.

The Task Group has recommended that the passouts from vocational stream in engineering and technology should be admitted to the second year of the corresponding engineering diploma courses.

It has also recommended that the passouts from vocational streams at 10+2 level in engineering and technology studies should also be allowed to appear for entrance test to IITs and regional engineering colleges of the states.

Learning Partnership with Neo-Literates - Research Project of SRC, Jamia

The State Resource Centre, Jamia Millia Islamia with technical and financial support from UNESCO, New Delhi completed a project, 'Learning Partnership with Neo-Literates', recently in Delhi. The objectives of the project were to provide stimuli to the neo-literates through the six issues of news-sheet coupled with a reply post-card to use their acquired literacy skills; to determine whether the neo-literates were able to use the acquired literacy skills in their day to day communication; to determine whether the neo-literates had acquired the stable literacy skills and to assess the willingness of neo-literates to sustain and improve their literacy skills.

7279 neo-literates who had achieved NLM literacy norms and had participated in PL activities were selected under the project. They were sent six issues of the news-sheet titled 'Awaz' for six months. 857 neo-literates at

random were interviewed individually, 55 group interviews were also conducted.

96 per cent reported to have read the news-sheet and found the language of news-sheet easy. About two-third felt happy and proud to receive it. 62 per cent were willing to receive it by paying a reasonable cost.

Only 5 per cent sent the written responses on reply post-card. It appeared that neo-literates had the reading skills but writing skills were relatively poor.

The changes in neo-literates were eagerness to learn and study further, improvement in social interaction and improved awareness in respect of health, dressing and cooking.

The findings of the report were discussed at a workshop in New Delhi on August 9, 2000. About 40 participants representing JNU, Jamia Millia Islamia, IGNOU, Directorate of Adult Education, DFID, Delhi Sarv Shiksha Abhiyan Samiti, SRCs, ZSS and NGOs attended.

The workshop was inaugurated by Mr. Syed Shahid Mahdi, Vice-Chancellor, Jamia Millia Islamia, Prof. Moegiadi, Director, UNESCO, New Delhi presided over the inaugural session. Prof. CJ Daswani, Consultant, UNESCO, New Delhi also spoke on the occasion.

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Literacy Drive

Need to Focus on Adult Education

The National Sample Survey Organisation appears to have bolstered the image of the National Literacy Mission, a government of India undertaking established in 1988 to eradicate non-literacy from the country by organising various forms of literacy campaigns. Through a sample survey conducted in December 1997, it found that literacy rate among those seven years and above has reached 62 per cent from 52.21 per cent found in the 1991 decennial census. A 9.79 per cent increase within seven years is indeed commendable and it is hoped that the 2001 census now under operation may raise the rate still further. The National Literacy Mission which has been carrying out a nationwide literacy campaign since 1990 has naturally claimed the credit.

While not discounting the claim altogether, it may be pertinent to point out some home truths which may have clouded the inferences drawn by the NSSO. In its numerous reports, the NLM has proclaimed certain states like Tamil Nadu, Gujarat, Maharashtra, Karnataka and West Bengal as vanguard states.

Suspect Numbers

While the increment in Tamil Nadu was 7.34 per cent, it was 6.71 per cent in Gujarat, 9.13 per cent in Maharashtra and a meagre 1.96 per cent in Karnataka. Only West Bengal had a spectacular growth of 14.30

per cent. On the other hand, states which have very little or no literacy programme by the NLM have shown outstanding achievement in literacy.

While Mizoram has overtaken Kerala by achieving a literacy rate of 95 per cent over 82.27 per cent in 1991, Andaman and Nicobar Islands leads the country with 97 per cent literacy from 73.02 per cent in 1991 despite having no literacy programme till the other day if a report of the NLM, "Literacy facts at a glance" is to be believed. Nagaland (84 per cent), Lakshadweep (90 per cent) and Daman and Diu (86 per cent) fell in this category of high performance states which had no perceptible NLM intervention.

While it is a mystery how these states jumped into the literacy limelight within six years of the census overtaking Kerala which so long occupied the first place, it raises legitimate doubts about the NLM's so-called claim.

Secondly, the mystery of the high-performance states having no credible literacy programme challenges the validity and reliability of the NSSO's mode of survey, its sample size, its definition of literacy and relative sincerity of its field investigators.

It is well established that Indian investigative agencies are renowned for their sloppiness since they are dependent on people who are anything but sincere.

Thirdly, assessment of

literacy status is itself a complex process. NLM has propounded an elaborate norm which can be established only through a proper test of the individual. While NLM has diluted its own norms while declaring district after district totally literate, neither the NSSO nor the census people can be expected to follow those norms. As a consequence, the so-called "neo-literates" graduated from NLM learning centres have at best a fragile level of literacy likely to lapse in no time. In fact, a person could be called literate only when he can use his skill in day-to-day transactions in the society in which he lives.

Fourthly, both the NSSO and the NLM have claimed a social impact of literacy, in the spheres of women's rights, concern about community health, sending children to schools etc. The existing ambience, however, presents a different picture. The overall lack of integrity, deceit, intolerance and unconcern for one's neighbour are all too ubiquitous.

How can literate people stoically suffer total lack of infrastructure like roads, electricity and various forms of pollution affecting cities and countryside equally? The actual number of non-literates still harboured by the nation of one billion is a staggering 40 million. The country has spent a mind-boggling amount of Rs.5,140 million to cover 97.57 million learners of which 52.47 million learners are said to have attained neo-literate status between a

contd on page 4 col 1

Literacy Drive.....

period of six years from 1992-1998.

New Focus

All this confirms that our policy towards literacy needs basic change. The change has already been heralded by the present national government when it announced its willingness to make elementary education a fundamental right and launch the "Sarva Siksha Abhiyan".

It has also reframed non-formal education and renamed it "Education Guarantee Scheme" to be supplemented by "Alternative and Innovative Education". The ideas are destined to bring fresh thinking in the field of elementary education. But wholesale transfer to all central efforts to the states in matters of funding and implementation may rob the entire exercise of its central objective.

In the altered perspective, the NLM should concentrate new areas. With 73 per cent male literacy and 24 states staying above the national literacy rate of 62 per cent, the pressure on continuing literacy programme has abated. It may also be counter-productive to pursue the campaign mode in view of its inherent deficiencies. Let Sarva Siksha Abhiyan take care of the unfinished task. The NLM now should look for more relevant pastures. Such pastures have already been laid by the Confintea V, a world conference of adult educators who met at Hamburg in 1997. Instead of literacy education, the conference

suggested overhauling of the adult education agenda. Areas of intervention delineated by the collective wisdom of world educators have signalled a major shift in focus from literacy to continuing education of the people who are already literate.

This was felt necessary in order to empower the neo-literates and educated with certain essential skills, knowledge and information so that they may effectively fulfil their fundamental aspirations. The sudden expansion of information technology has eliminated national barriers and the world has really started looking like a global village.

Obsolete Goal

This has had an impact on learning curriculum of all stages of formal education. The NLM slogan of literacy, awareness and functionality in its total literacy campaign has now become obsolete.

The Hamburg conclave, on the other hand, has proclaimed the unquestionable dominance of "adult education for all". It replaces the programmes of adult literacy confined to people who had generally responded inadequately due to faulty modus operandi. Adult education should now "think globally and act locally". Such concerns include ensuring the universal right of adults and out-of-school youth to basic education; empowerment of women through adult learning and adult education in the context of environment, health and population. It also promotes peace by ending the culture of intolerance and confrontation and

by upholding the rights and aspirations of national and sub-national minorities.

It calls for an end to all types of sub-national separatist and fissiparous movements, which have been bleeding many nations. The new adult education agenda may also include adult learning on media culture and information technology, special needs, aged people, prospects of migrant and refugee education, education in prison and enhancing international cooperation and solidarity. Inclusion of these in adult education programmes should not be imposed, but should be in conformity with the demand of the learners. It should be introduced systematically with imagination and finesse and only after achieving a broad consensus among adult education workers and the society.

The author is the Coordinator, Training Orientation and Research Centre, Ramakrishna Mission Lokasiksha Parishad, Narendrapur.

IGNOU launches a course on Disaster Management

The Indira Gandhi National Open University is offering its distance education services to all local, national and international agencies for creating and sustaining community awareness on disaster preparedness. According to disaster management studies co-ordinator Pradeep Sahni, IGNOU is keen to speed up its activities in research, education, training and orientation of government officials and NGO functionaries for appropriate disaster management. ■

Refresher Programme for SRC Personnel

Directorate of Adult Education organised a refresher Training Programme for the benefit of the trainers of State Resource Centres of Southern, Western, North-east and Central regions in Mysore from February 28 to March 2, 2001. The programme was coordinated by Mrs. Kusum Vir, Joint Director, DAE, New Delhi.

Training was given on the following topics:

1. New Methods of Training
2. How to organize a Library in CEC
3. Some Academic concerns in training
4. Implementation of target specific programmes at grass-root level
5. Approach to training and training manuals
6. Role of Preraks in implementation of CE activities/programmes and how to train them for these
7. Monitoring of CE activities
8. Scope for life-long learning

Senior training experts of NIPCCD, Miss BS Anuradha and Ms. Sudha Dhondial alongwith other resource persons Shri Vishnu Kumar, Director and Smt. Kusum Vir, Joint Director, DAE, New Delhi; Shri Krishna Kumar, Secretary, BGVS, Mrs. Anita Rampal, Director, NLRC, Dr. V Reghu, Director, Kerala University, Ms Anita Priyadarshini, Director, SRC, Jaipur provided academic

CENSUS OF INDIA 2001			
Provisional Population Totals			
Figures at a Glance			
I N D I A			
POPULATION	Persons	1,027,015,247	
	Males	531,277,078	
	Females	495,738,169	
DECADAL POPULATION GROWTH 1991-2001		Absolute	Percentage
	Persons	180,627,359	21.34
	Males	91,944,020	20.93
	Females	88,683,339	21.79
DENSITY OF POPULATION (per sq. km.)			324
	SEX RATIO (females per 1,000 males)		933
POPULATION IN THE AGE GROUP 0-6		Absolute	Percentage to total population
	Persons	157,863,145	15.42
	Males	81,911,041	15.47
	Females	75,952,104	15.36
LITERATES		Absolute	Percentage to total population
	Persons	566,714,995	65.38
	Males	339,969,048	75.85
	Females	226,745,947	54.16

resource support in the Training Programme.

All the participants found this training programme very useful and educative for them. They requested the NLM to organize such programmes more frequently, as such programmes provide them new insight, new direction and new life for working in the field. ■

New Disaster Management Centre

Lt. Governor Vijai Kapoor inaugurated the first disaster management centre in New Delhi at Nehru Place recently.

"In the event of any calamity, these centres would handle any catastrophe including earthquake, flood, fire, chemical disaster, train and air crash," said Mr. Kapoor.

Field realities of CEP to be studied

The Kerala Chapter of IAEA, in collaboration with the Centre for Adult Continuing Education and Extension, University of Kerala, conducted a one day seminar on "Emerging trends in Continuing Education (Kerala)" at Trivandrum as a part of the 60th anniversary celebrations of the Indian Adult Education Association. The Seminar was inaugurated by Smt. Nafeesath Beevi, Member, Women's Commission, Kerala. In her inaugural address Smt. Beevi focused her thoughts on Empowerment of Women through Education.

Dr. KS Pillai, President, Kerala Chapter of IAEA presented the Key Note address in the Seminar. It was followed by presentations from Dr. V Reghu, Prof. Gopa Kumar, Director, SRC, Kerala; Dr. Raju Mavunkal, Asstt. Director, SLMA, Kerala and A study CEP in Trivandrum Dist. by the students of CACEE, University of Kerala. The study focused on the problems and issues related to effective implementation of the CEP. Some of the problems highlighted were lack of facilities in the CECs; limitations in training for functionaries; lack of political commitment; proper linkage between CEP and People's Planning Programme; need oriented programmes for women learners; and coordination and sustainability of the programme etc.

Prof.(Dr.) Mercy Abrham, Dr. ND Joshi, Dr. Padmanabhan, Sri Benedict and Prof. Ramdas later participated in the deliberations.

The Seminar recommended that field realities of the Continuing Education Programmes are to systematically studied for improvement. Necessary steps are to be taken for the sustainability of the programme. 120 delegates representing different GOs and NGOs actively participated in the Seminar.

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Literacy Rate.....

14.87 percentage point respectively. It is heartening to observe that the gap in males and females literacy rates has decreased from 28.84 in 1991 Census to 21.70 percentage point in 2001.

One of the most significant aspects of literacy data thrown up by the Provisional Population Totals of Census of India, 2001,

is that for the first time since independence the absolute number of illiterates have shown a decline. The decline is as large as 31.96 million during 1991-2001. This decline among males was 21.45 million and 10.51 million among females.

Kerala continues its lead in the literacy race with 90.92 per cent followed by Mizoram 88.49 and Lakshadweep 87.52 per cent. Bihar has recorded the lowest literacy rate of 47.53 per cent in the country. ■

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I, K.C. Choudhary hereby declare that the particulars given above are true to the best of my knowledge and belief.

Dated : 28.2.2001

K.C. Choudhary
Signature of Publisher



DOCUMENTS

Vijapur, Abdulrahim P. and Kumar, Suresh, Ed. **Perspectives on Human Rights**. New Delhi, Manak Publications (P) Limited, 1999, Rs.750.

The book is divided into six sections. Section one is on human rights: history, theory and philosophy. The first chapter is on the universal declaration of human rights - a cornerstone of modern human rights regime. Chapter two deals with human rights - an historical and developmental perspective. Chapter three and four are on multiculturalism, federalism and the agenda of human rights and human rights movement in modern India. Section two is on human rights in India. Chapter five and six deal with judiciary and the protection of the rights of the minorities in India and role of judiciary in the protection and promotion of human rights -- the Indian experience. Chapter seven is on the right of equality, life and liberty under the Constitution of India. Chapter eight deals with political violence in India, its implications for human rights. Chapter nine is on dowry-related crimes : violation of human rights. Section three deals with minorities, subordinate groups and human rights. Chapter ten is on societal violation of human rights. Chapter eleven and twelve are on developmental issues in human rights with reference to the scheduled castes and the

scheduled tribes and debate on minority rights. Chapter thirteen is on freedom of religion and belief in India. Chapter fourteen deals with linguistic human rights and language planning with some theoretical considerations. Chapter fifteen deals with educational backwardness of muslims from the human rights perspective. Section four environmental and developmental issues. Chapter sixteen and seventeen are on development induced displacements - violations of human rights and human rights, a perspective from environmental law. Chapter eighteen and nineteen are on growth, environment and human rights in India : An overview and development perspective human rights.

Section five is on human rights education. Chapter twenty is on teaching human rights - role of institutions of higher education. Chapter twenty one and twenty two homogenisation, pluralism and universalism in human rights education. Chapter twenty three rights of refugees with reference to right to education. Section six is on human rights and international relations. Chapter twentyfour monitoring international projection of human rights through reporting system. Chapter twenty five and twenty six are on right to self-determination/secede and international terrorism : what are the United Nations norms of practice. The last chapter is on aliens and minorities in Japan.

Tennant, Mark. **Psychology and Adult Learning**. London, Routledge, 1988, p 181, Rs.600.

The book is divided into ten chapters. Chapter one and second are on introduction and humanistic psychology and the self-directed learner. Chapter three and four deals with the psychoanalytic approach and adult development. Chapter five is on cognitive developmental psychology : Piaget and Kohlberg. Chapter six and seven are on learning styles and behaviourism. Chapter eight is on group dynamics and the group facilitator. Chapter deals with critical awareness. The last chapter is on concluding comment : psychology as a foundation discipline in adult education.

Singh, U.K. and Sudarshan, K.N. **Adult Education**. New Delhi, Discovery Publishing House, 1996, p 293, Rs.450.

This Handbook is designed to provide the user with needed "state of the art" information as well as further sources of information. One of the significant features of each chapter is the inclusion of specific programmes, projects and activities so that the researcher can locate human resources as well as the literature.

The handbook will be of use to graduate and post-graduate students in education and to practicing teachers, administrators, librarian and planners. The chapters and the further sources of information cited in each book should lead the reader to thousands of books

and documents for either research or programme planning purposes.

Kalra, R.M. **Functional Scientific Literacy for Neo-Literates and Rural Youth : with a special reference to the third world countries.** New Delhi, Commonwealth Publishers, 1999, p 175, Rs.200.

In this book, an attempt has been made to suggest a Functional Scientific Literacy Programme for Neo-Literates and rural youth who had perhaps four to ten years of schooling and range image from 15 to approximately 35 years. The curriculum suggested in this proposed scientific literacy programme emphasises practical application of scientific knowledge

and it is meant for approximately five per cent of urban disadvantaged youth, literate young farmers, tribal and hilly youth. The objective of this programme is to provide a scientific literacy to these neo-literates and rural youth to develop skill and help them in improving their living conditions.

Donaldson, Joe and Graham, Steve. **A Model of College Outcomes for Adults,** Adult Education Quarterly, Sage Publications, Inc, 1999, p.24., New Delhi.

This article presents a model of college outcomes for adult undergraduate students to address the key elements that affect their learning and to stimulate research and theory building about adults' experience

in college. It provides a review of the literature and a comprehensive model that considers the relationships between six major elements related to adults' undergraduate collegiate experiences: a) prior experiences; b) orienting frameworks such as motivation, self-confidence, and value system; c) adult's cognition or the declarative, procedural, and self-regulating knowledge structures and processes; d) the "connecting classroom" as the central avenue for social engagement and for negotiating meaning for learning; e) the life-world environment and the concurrent work, family, and community settings; and f) the different types and levels of learning outcomes experienced by adults.

REGISTERED NEWSPAPER

Indian Adult Education Association
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New Delhi - 110 002

TO



Nehru and Tagore Literacy Awards

Recommendations Invited

The Indian Adult Education Association (IAEA) has invited recommendations for 2001 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 District, 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

Course on Research Methodology and Recent Developments in AE

IAEA is organising a seven day course on the above theme in collaboration with the Group of Adult Education of JNU in August 2001.

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 neo-literates etc.

The course will be conducted with the help of key resource persons drawn from JNU, Delhi University, IGNOU, NIEPA, SRC, 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.2000/- (Two thousand only) by Demand Draft in favour of IAEA payable at New Delhi latest by 15th July 2001.

Nehru and Tagore.....

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, 2001**. (*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

M.P. shows the way in girls' education

The Madhya Pradesh Government has reason to pat itself on the back for the outstanding results achieved in promoting girls' education.

In the past four years, the number of school-going girls has increased by 87 per cent in Madhya Pradesh. In 1995-96, there were 37.89 lakh school girls,

whereas in 1999-2000, the number went up to 70.81 lakhs.

Due to special focus on education of the girl child, the literacy level for women has also gone up significantly in Madhya Pradesh. The census shows that the literacy rate among women has reached to 50.28% amongst women whereas male literacy rate is 76.8%. The increase in total literacy is about 20% i.e. 64.11% as against 44.67% literacy in 1991.

The Education Guarantee Scheme (EGS) of Rajiv Gandhi Shiksha Mission provides facilities for primary education in the far-flung areas. In the reorganised Madhya Pradesh, there are over nine lakh children enrolled in over 22,000 community supported EGS schools. ■

Surcharge on liquor to fund literacy drive

In a novel move to augment its resources for its total literacy campaign, the Chandrababu Naidu Government in Andhra Pradesh has decided to impose a 10 per cent education surcharge on liquor sales in the state. Official sources said that a decision, which will come into effect from April 1 and yield Rs.200 crore during the coming financial year, was taken at the State Cabinet meeting.

However, in view of the ongoing Assembly session, no formal announcement could be made outside the House.

While the 1991 census had shown the literacy rate in the state as 10 per cent lower than the national rate, now it had come down to mere four per cent. ■

New HRD schemes for women introduced

Union Finance Minister Yashwant Sinha has introduced many new schemes in the Budget for the social security, health and family welfare.

While schemes for women welfare get priority as 2001 is the year of women's empowerment, the proposals for new measures and enhanced allocation touch other areas, like Scheduled Castes, Scheduled Tribes, people below poverty line, agricultural labourers, workers of organised and unorganised sector and journalists.

Mr. Sinha proposed three new schemes for women: Providing micro-credit to poor (assetless) women in form of small loans, integrated scheme for women's empowerment in 650 blocks and a new scheme for women in difficult circumstances like widows of Vrindavan, destitute women and other disadvantaged women groups. ■

Orissa : Basic Education still in dismal

Universalisation of elementary education in Orissa still remains a distant target with 81 of every 100 girls who enroll in Class I dropping out before Class X.

The high drop-out rate assumes alarming significance as over 52 percent of the girls in the state avoid even enrol at the primary school level, according to a latest Survey.

The central government in its programme of *Education for All by 2000*, set up South Orissa Education Project only in four districts -- Koraput, Phulbani, Kalahandi and Ganjam. ■

Course Corrections in Education

Sequestered Academic Institutions do not augur well for the creation of a knowledge society in India. One of the urgent necessities for a healthy economy has also been one that has been oft-neglected: an active interaction between industry and academia. Consequently, despite continuous and handsome increases in the literacy rate since Independence, including the jump from 52.2 per cent to 64.5 per cent during the last decade, paradoxes persist in technical and higher education. For, the quantitative jump in the number of students trained in technical education contrasts glaringly with the manpower shortfall faced by industries, be it information technology or pharmaceuticals. With allocations under way for the Tenth Five Year Plan, course corrections are called for in the approach to education as a sector, particularly higher and technical education. While it has been a recent conviction that societal improvements are higher for investments made in primary education, the growing requirements of the unfolding industrial setting require balancing of priorities between primary and higher education. There can be no understating the importance of improving literacy levels, yet it should be the objective of the nation's planners to ensure a sustained and healthy growth in higher and technical education as well.

The consequences of the changed focus in Plan expenditure from higher education

towards primary education should be weighed. Research and development, which has also remained an area of neglect, needs to be encouraged in a manner that academia and industry complement each other and do not operate as compartmentalised entities. For, among the several lessons learnt from the past decade an important one is the growing realisation among nations that the stronger they are on domestic human capabilities, the better they are placed to compete in the emerging global economic setting. The diminishing barriers to international trade and the accent on protection of intellectual property rights only further strengthen the need for a strong technical education system. The recommendation made earlier this year by the task force on human resource development in information technology, calling for a total re-orientation of technical education and training, merits consideration. The performance of southern States in the rapidly growing IT sector, for instance, corresponds to the higher number of technical institutions in these States. The examples of Tamil Nadu, with 336 institutions offering degrees and diplomas in engineering and technology, and Karnataka, with 258 such institutions, are proofs of the positive co-relation between the flow of industrial activity and technical education.

While there is no diminishing the importance of the quantitative increases made, the malaise that

requires correction is the quality of education. A wholesome curriculum, which provides the basic fundamentals, alongwith the current and emerging trends in the discipline, should be a crucial correction. Widening the expanse of knowledge among the faculty, through continuous interaction with the industries related to the discipline as well as a cross-disciplinary engagement, is another. These two areas provide the initial meeting ground for industry and educational institutions. As the country readies itself for the Tenth Plan, policy-makers should bear in mind that many of the critical issues facing technical education as outlined in the Ninth Plan -- especially infrastructure development and governance of institutions -- continue to stifle the system. Among the reasons cited for liberalisation was that the limited resources with the Government would be garnered for social priorities such as education and health. One of the indicators of the success of the liberalisation process would be the qualitative improvements brought about in the country's education system, especially higher and technical education.

Jharkhand literacy rate up by 13 per cent

As per the latest census figures, the literacy rate in Jharkhand state has shot up from 41.391 per cent in 1991 to 54.13 per cent in 2001.

Equally, the rate of literacy among women has risen from 25.52 per cent in 1991 to 39.38 per cent over a decade. ■

Decline in India's Population Growth Rate, Illiteracy

India's population crossed the one billion mark, the growth rate showed a sharp decline of 2.52 per cent, according to the provisional population results announced recently. This is the first decade since Independence when the increase in literacy rate has been accompanied by a decline in the illiteracy rate, comprising three-fourths of the male population and more than half of the female population.

The country's population stood at 1027,015,247, comprising 531,277,078 men and 495,738,169 women on 1st March 2001 when the provisional population results of the Census of India 2001 were released. Uttar Pradesh continued to be the most populous State with 16.17 per cent of the country's population followed by Maharashtra (9.42 per cent) and Bihar (8.07) excluding the new States.

West Bengal is the most densely populated State with 904 persons living per sq. km followed by Bihar with 880. The sex ratio is 933 females per 1000 males, which is an improvement of six points over 927 recorded in 1991 census. Incidentally, Haryana, Punjab among States and Chandigarh and Delhi among cities continued to record maximum difference in male-female ratio. However, Kerala recorded 1058 women per 1000 men.

The literacy rates among the population seven years and above for the country stood at

65.38 per cent and the corresponding figures for males and females were 75.85 and 54.16 respectively. Kerala continued its lead in the literacy race with 90.92 per cent followed by Mizoram (88.49) with Lakshwadeep (87.52), while Bihar recorded the lowest literacy rate of 47.53 per cent in the country, the Census Commissioner said.

Kerala also led the nation in recording the lowest population growth rate of 9.42 per cent followed by Tamil Nadu (11.19) and Andhra Pradesh (13.86), which also registered the sharpest decline of 10.34 per cent among all the major states.

Significantly, India added about 181 million persons between 1991-2001, which is more than the estimated population of Brazil, the fifth most populous country in the world while the 166 million population of Uttar Pradesh is more than the estimated population of Pakistan.

The final population results are expected in another 21 months as every village had to be covered, while the urban trends would be available shortly.

Monitoring of NGOs to be strengthened

The Minister of State for Social Justice and Empowerment, Mrs. Maneka Gandhi has said that mechanism for monitoring the functioning of the Non-Governmental Organisations (NGOs) receiving grant from the Ministry is being further strengthened to ensure that the public money is not misutilised and optimum benefits are accrued to the target groups from the

resources being provided to the voluntary organisations.

Mrs. Gandhi informed the members that her ministry gave support to 80 NGOs during the previous financial year under the Integrated Programme for street children which aims at preventing destitution of children and facilitate their withdrawal from life on the streets.

Under this scheme, the centre provides upto 90 per cent of the cost of the project to the State Government, local bodies, educational institutions and NGOs. The Ministry released a grant of Rs.7.33 crore under this scheme for the year 2000-2001.

The campaign aims at training the functionaries in various departments such as police, health-care, judiciary, education, transport, labour, media and telecommunications as well as elected representatives and members of the community for increasing understanding of the circumstances of the child. ■

Stations provide platform for literacy

The 1.09 Churchgate local from Andheri station, platform number 7, is the school bell which rings in a change in schedule for Kirti, Durga, Sharda, Chavan and a dozen others.

About 30 children, some with harmoniums slung on their shoulders, others with shoe-stands, brush-polish cans, paper trays with hairpins, jump across the tracks and rush to their "school". Their *Santiniketan* -- a concrete bench installed on platform 6 of Andheri station, with the platform for sitting and indicator to maintain timings.

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Seminar on reading habit opens

"Reading makes a man perfect and writing makes him exact": That was pointed out by Dr. Murlī Manohar Joshi, Union Human Resources Development Minister, reflecting on the reading habit at a seminar organised by the National Book Trust (NBT) and the Federation of Indian Publishers on the World Copyright Day (April 23) recently.

Dr. Joshi said, "Although I am an ardent reader, as of today I hardly get time to read, I am able to read only while travelling. And if it so happens that books take the electronic forms, I will be deprived of this pleasure too".

Other dignitaries present on the occasion were Mr. MK Kaw, Secretary, Secondary and Higher Education, Ms. Krishna Sobti, Hindi author, Mr. DN Malhotra, doyen of the publishing industry, and Mr. S Balwant, Federation of Indian Publishers President.

Mr. Kaw said the feel of a book, the joy of writing personal notes and referring back of these time and again establishes a personal relationship of an individual with the book.

In her keynote address Ms. Sobti, said: "To deprive any citizen of the privilege of reading and writing should be considered a moral crime."

Mr. DN Malhotra, said that easy accessibility of books was an issue that needs to be addressed in a big way. "One major hurdle is the postal rates. If these are made nominal, a lot of problems could be solved. ■"

MP registers 20 per cent jump in literacy rate

Madhya Pradesh Government led by Chief Minister Digvijay Singh has accomplished a "mission impossible". The state has registered an unprecedented jump by 20 per cent in literacy rate.

This had been possible by redesigning of initiatives and scheme in the field of literacy. The provisional data of the recently concluded census for the year 2001 speak of themselves as far as the State Government's literacy drive is concerned.

A jubilant Madhya Pradesh Chief Minister Digvijay Singh said that literacy in MP had gone up from 44 per cent in 1991 to 64 per cent in 2001.

Thus, MP is on fast track to get rid of the stigma of being bracketed with "BIMARU" states. The MP Chief Minister strongly feels that now the Central Government and all concerning authorities will have to coin a new acronym because MP is out of the club of "BIMARU" states.

Hailing the quantum jump by the state in the field of literacy Chief Minister Digvijay Singh congratulated teachers, volunteers and Government officers, including R Gopalakrishnan, coordinator for Rajiv Gandhi Shiksha Mission as well as the missions. Director Mrs. Amita Sharma, while addressing Press Conference in Mantralaya in Bhopal here the other day, Mr. Singh informed that an estimated jump of about 10 per cent had been possible due to change of strategy of the State Government.

"This impressive rise vindicates the mission mode adopted by the MP Government," asserted Mr. Digvijay Singh. In the census held during 1991 MP stood 26th among 32 different

states and Union Territories of India where as now MP was ranked 24th in 2001 as far as literacy rate was concerned.

Chief Minister Mr. Digvijay Singh attributed the quantum jump to state specific initiatives that the state had launched under the umbrella of Rajiv Gandhi Shiksha Mission. Initiatives like the Education Guarantee Scheme (EGS) and "Padhna, Badhna Andolan" were responsible for such a massive increase as those schemes reached out go the poorer communities in remote habitations.

He also announced to launch a year-long special drive of "Padhna, Badhana" that will focus on women population. This will be launched in August 2001.

This decision had been taken because the problem of female literacy continues to be a major challenge in districts like Jhabua where only 25 per cent of females were turned literates, he said. The only matter of satisfaction Mr. Digvijay Singh felt is female literacy rate in Jhabua is more than the national average.

Apart from this districts of Raisen, Shajapur, Narsinghpur, Jabalpur, Ujjain Bhopal and Mandasaur have done exceedingly well under the Padhana Badhan Drive, said Mr. Singh. The female literacy, which stood at 28 per cent in 1991 census, had now gone upto 50 per cent, stated the MP Chief Minister, adding male literacy rate had gone upto 76.80 per cent.

Within Madhya Pradesh 21 out of 45 districts now have a literacy rate above the national average. Significantly, MP's male literacy is now above relatively more developed states like Punjab and Karnataka, said Chief Minister, Mr. Digvijay Singh. ■

Mass education to check rights violation

In a unique initiative, the Rajasthan State Human Rights Commission has decided to undertake mass education to prevent human rights violation by organising public meetings in various towns from where specific complaints are received. The move is expected to be a milestone in the protection of human rights in the State.

The Commission's new chairperson, Mr. Justice Syed Sagheer Ahmed, told that the first such meeting would be organised in Pali, where a Scheduled Caste woman -- mother of four children -- was recently compelled by the panchayat to desert her husband and a fine of Rs.30,000 was imposed on her.

"We have called the Panches, elected representatives, middle-rung Government officials and the influential people of the area to attend the meet, so that they are exposed to the concept of human rights protection," Mr. Justice Ahmed said. Once the awareness is created among those having a clout in the society, the message will strike the right chord among the perpetrators of human rights violation.

In fact, Section 12(h) of the Protection of Human Rights Act provides for holding of meetings, seminars and campaigns for supporting human rights literacy and promoting awareness about safeguards available to the citizens. The Rajasthan Human Rights Commission is the first State Commission which is implementing this statutory provision.

Mr. Justice Ahmed said the commission -- constituted for the first time in Rajasthan -- was still in its infancy and was bound to experience the teething problems. "The most significant aspect of the commission's appointment is the presence of a strong political will of the State Government to check the human rights violation," he pointed out.

The States which top in human rights violation and police atrocities -- Uttar Pradesh, Bihar and Delhi -- have no human rights panels. The chief of the five-member commission felt that the Rajasthan panel could make a significant contribution to the mitigation of casteism by adopting a pragmatic approach in dealing with the complaints.

He said the public meetings would be made a regular feature of the commission in order to dispose of the complaints on the spot and generate awareness about human rights among the people.

After Pali, the second meeting will be organised on May 19 in Sikar, from where a complaint about a Scheduled Caste bridegroom not being allowed to ride a mare during a marriage procession was received. ■

Delhi yet to receive 100 per cent literacy

Only 81.82 per cent of Delhi's 1.38 crore population is literate - an increase of 6.53 per cent in the past one decade. The figures imply that a lot needs to be done to achieve full literacy.

The provisional Census figures released by the Delhi's Directorate of Census elaborates

on the picture. Over 57 lakh males and 39 lakh females are literate, which accounts for about 97 lakh literates. The gigantic task for the Government is to educate the remaining 40 lakh people plus those reaching the Capital in search of livelihood.

The figures say that Delhi had improved on the past record. In 1971, the literacy rate was 65.08 per cent and in 1981 it was around 71.94 per cent. In the next 10 years, it increased by around four per cent. And, in the year 2001 it rose by another 6.53 per cent to 81.82 per cent. Delhi is now occupying the fifth position among the other Indian states in terms of literacy.

In the past one decade, there was not much progress in the literacy rate in New Delhi, Central and North districts. In New Delhi, it increased from 80.59 to 82.54 per cent. For Central, the rise was less than four per cent from 75.42 per cent. And in North, the literacy percentage increased from 79.88 per cent to 75.87 per cent. ■

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stations provide.....

VOICE (Voluntary Organisation in Community Enterprise) which is behind this unique effort now has about 300 working children 'studying' in their schools which are also held at Dadar station and Bandra station apart from other public gardens and places. The exercise has been on since the past few years and the response is slowly growing. "These children are keen to learn". Some even come with dreams of "working in an office some day." ■

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 fields:

- 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 fields:

- 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 the
Social and Economic status _____

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

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

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DOCUMENTS

United Nations' Basic Facts : About the United Nations, New York, United Nations, Department of Public Information, 1998, p 348.

The book is divided into three parts. Chapter one is on the United Nations organisation. Chapter two deals with international peace and security. Chapter three is on economic and social development. Chapter four and five are on human rights and humanitarian assistance. Chapter six is on international law. Chapter seven decolonization. Chapter eight United Nations' member states, growth in United Nations membership, 1945-1998. Chapter nine deals with amendments to the United Nations' charter. Chapter nine and ten are on working group on an agenda for peace, preventive development and undevelopment decades, the United Nations competitive advantage. Chapter ten is on defining universal rights. Chapter eleven and twelve are on coordinating emergency relief, responding to emergencies and law of the sea convention, key features. Chapter thirteen is on territories to which the declaration on the granting of independence to colonial countries and peoples. Chapter fourteen and fifteen are on growth of UN membership (1945-1998), UN regular budget and staffing levels and United

Nations peacekeeping operations. The last chapter is on the great divide : North-South incomes, trends in poverty in developing countries and progress in child health : declining infant mortality.

Rameshwari Devi and Ravi Prakash. **Social Welfare Administration : Methods and Research**. Jaipur, Mangal Deep Publications, 2001, p 184, Rs.480.

The book is divided into fourteen chapters. Chapter one is on theoretical basis of social welfare. Chapter two and three are on social work and social welfare administration and development of methods : case work. Chapter four deals with development of method : group work. Chapter five and six are on development of method : community organization and development of method : research. Chapter seven is on emergence of human relationship in social welfare. Chapter eight deals with public relation activities in social welfare agencies. Chapter nine and ten are on team work between social welfare agencies and the social worker : powerful weapon. Chapter eleven is on social planning and community organisation. Chapter twelve and thirteen are on introducing statistics for social welfare organisation and introducing accounting for social welfare organisation. Last chapter is on whither social work.

Bhattacharya, Sabyasachi Ed. and others. **The Development of Women's Education in India : A collection of Documents 1850-1920**. New Delhi, Kanishka Publishers, Distributors, 2001, p 564, Rs.1495.

This volume in part of a series of documentary publications in the area of history of education in modern India by the Educational Records Research Unit (ERRU) of Jawaharlal Nehru University, New Delhi. The documents collected in the book are mostly drawn from the hitherto unpublished proceedings of the Government of India and its various agencies on the subject of women's education, reports and transactions of various and committees related to education between 1850 and 1920. In the selection of documents an attempt has been made to select representative documents reflecting the bureaucratic discourse side by side with the views of Indian public spokesmen in contemporary tracts, newspapers, speeches etc.

Ramanujam, V.P. **Computer Education**, New Delhi, Mittal Publications, 2001, p 286, Rs.595.

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Editor-in-Chief : BS Garg Executive Editor : KC Choudhary Layout : Utamjit Singh

in education. Chapter five is on computer and its influence on society. Chapter six and seven are on database management systems and computer network technology. The last chapter is on the Internet.

Directorate of Adult Education.
Manual for Training of Preraks.
New Delhi, Directorate of Adult Education, Ministry of Human Resource Development, Department of Elementary Education and Literacy, Government of India, 2001, p 99.

The book is divided into eleven chapters. Chapter one is on concept and scope of continuing education. Chapter two and three are on continuing

education centres and organisation of continuing education centres. Chapter four deals with continuing education centres. Chapter five is on functions of preraks and nodal preraks. Chapter six and seven are on strengthening of continuing education centres and innovative programmes and sustainability and convergence. Chapter eight is on maintenance of records and registers. Chapter nine and ten are on supervision and monitoring and training of preraks. The last chapter is on training design (for training preraks).

Thaker, Sandhya and Gandhi, Arun. **A Study of Attitudes of Parents towards the care for**

their Sons and Daughters in Rural Areas. Ahmedabad, Deptt. of Adult & Continuing Education and Extension Work, Gujarat Vidyapeeth, p 34.

The Study shows that in general, preference for male child is evident throughout. It is relatively weak in South Indian States (except Karnataka) and very strong in Haryana, Rajasthan and Madhya Pradesh and moderately strong in all States of Northern, Eastern and Central India. Preference for male child is comparatively weak, but nonetheless substantial in western and Southern India and in Assam also. An important consequence of this preference is that it tends to increase fertility.

REGISTERED NEWSPAPER

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

TO



International Award for Literacy Research (IALR) 2001

The co-sponsors of the Award -- Canadian National Literacy Secretariat (NLS), the Swedish International Development Cooperation Agency (SIDA), and the UNESCO Institute for Education (UIE) -- have invited papers for IALR 2001.

United in a growing consensus, the meaning and complex character of literacy beyond the techniques of reading and writing have been acknowledged worldwide. At the Education-for-All Conference in Jomtien, more than a decade ago, emphasis was laid on the significance which literacy entails for people's active participation in literate cultures. An *expanded vision* was called for, incorporating the non-formal sector and equally addressing adults as learners to meet the basic learning needs for all.

UNESCO's Fifth International Conference on Adult Education (CONFINTEA V), in line with this broad understanding, asserted that *in every society, literacy is a necessary skill in itself and one of the foundations of other life skills*. Literacy was defined to be

crucially important as a foundation for lifelong learning and as a *gateway* to fuller participation in social, cultural, political and economic life. Most recently, the World Education Forum in Dakar pledged to reduce adult illiteracy as one of the major common tasks of future, and endorsed the initiative to develop a United Nations Literacy Decade.

In the spirit of CONFINTEA and the Dakar Framework for Action, the International Award for Literacy Research aims at contributing to improve the quality and efficiency of adult literacy programmes in all regions of the world, by stimulating research on the related issues and by encouraging examination and re-development of concepts and approaches. The Canadian Government has supported the competition since 1991. In a renewed and enlarged cooperation, the Swedish International Development Cooperation Agency has joined the National Literacy Secretariat, Human Resources Development Canada, and the UNESCO Institute for Education in co-

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sponsoring a new cycle of the Award to honour an outstanding research work in adult literacy.

An international jury will evaluate the presented manuscripts and select the winning study. **The author will receive a sum of US \$ 10,000. The winning study will be published internationally in three languages (English, French and Spanish).** The administration, preparation of selection procedure, and publication of the prize-winning work will be undertaken by the UNESCO Institute for Education.

Field of Research

The Award is exclusively honouring **research work**, both theoretical as well as applied. Manuscripts should be analytical and provide new theoretical and/or practical inputs. These should have relevance for a wider than local context. The results should lead to better understanding of

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(Contd. from page 1 col 3)

the complexity, meaning and impact of **adult literacy** in the context of lifelong learning.

Possible aspects to be examined include:

Approaches to and concepts of adult literacy; process and contents of training, post-literacy and adult literacy; analysis of policies and strategies; adult literacy in the work context; gender dimensions; cultural contexts; migrants, indigenous peoples, and minorities; people with disabilities; the impact/use of information and communication technologies; new teaching and learning opportunities; poverty and livelihood; and integration of adult literacy in lifelong learning systems.

Technical Requirements

The manuscripts have to:
be submitted to UIE **before 31 Dec 2001**,
be **original and unpublished** (copyright of the winning manuscript will pass to UIE),
be written in **English, French or Spanish**,
have a **volume of approximately 100 pages** (excluding the annexures),
be accompanied by a **summary of roughly 6 pages** and a curriculum vitae, and
be accompanied by a **one-page abstract in English** synthesizing the basic research idea.

Procedure

A Pre-selection Committee will be established in the beginning of 2002 consisting of:

two members of the Governing Board of UIE,
one person nominated by the Canadian National Literacy Secretariat, in cooperation with the Canadian Commission for UNESCO,
one person nominated by the Swedish International Development Cooperation Agency, in cooperation with Swedish National Commission for UNESCO, and
the research team of UIE entitled to give one common vote.

Manuscripts will be evaluated according to the following criteria:

Relevance of the content: The object, scope and transferability of the investigation as well as the research approach;

Methodological quality of the research: The conceptual frame-work as well as depth and persuasion of the analysis; and

Quality of the text: The language and structure.

The results of the evaluation will be presented to the Governing Board of UIE, which will discuss the proposal of the Committee and take the final decision at its annual meeting (in May 2002).

In June 2002, the author of the winning manuscript will be invited to a ceremony in Paris, where the Director-General of UNESCO, in the presence of representatives of the sponsors, will hand over the amount of US \$ 10,000.

During the remainder of 2002, the complete manuscript will be edited and translated for

publication in the first quarter of the year 2003.

Please send your manuscripts to:

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Failure on Women Education Front

Despite constitutional guarantee of free primary education for both boys and girls up to the age of 14, India has the largest population of non-school going working girls.

Figures from the 1981 census indicate that no more than one-third of all girls aged 5-14 are attending school.

Compared to a dismal less than 8 per cent figure of female literacy in 1947, the present rate of 39 percent (against 64 percent male literates) marks substantial progress but the gain is not rapid enough to keep pace with population growth: there were 16 million more females in 1991 than in 1981.

Another dimension of the problem is that all progress in female literacy is mostly urban centred while rural India, which constitutes around 70 percent of the population, persists in orthodoxy as far as education and upbringing of girls are concerned, while women contribute so much to society with longer working hours and carrying out more arduous tasks than those of men. ■

Universalisation of Primary Education Through Educating Girl Child

A study, entitled *Educating Adolescent Girls: Opening Windows*, conducted under the *Janshala* Programme, first joint initiative between United Nations system and Union Ministry of Human Resource Development, has emphasised the need to target adolescent girls and marginalised children in selected areas in India in a bid to attain universalisation of primary education.

The study focused on bringing back the drop-out adolescent girls to the fold of formal education and documents success stories in non-formal education from five Indian states -- Andhra Pradesh, Bihar, Delhi, Rajasthan and Uttar Pradesh -- to help resolve this most difficult problem. The basic idea was to take such girls to *Balika Shivirs*, a residential camp meant exclusively for adolescent girls where they were taught various skills, including writing and reading.

The study covered 110 rural and urban blocks having low female literacy and high density of population belonging to Scheduled Castes and Scheduled Tribes.

The most significant point emerging from the study is the need to acknowledge the alternate visions of educational process.

Important conclusions emerging from the study are: (1) Facilitators play a significant role in changing the traditional despair and cynicism over adolescent girls' education into confidence

and trust; (2) Role of mother and her desire to make her daughters self-sufficient and improve their life conditions stands out as a significant factor in a family's decision to send the girl to an educational camp or centre; (3) Similarly, recognition of significance of identifying and involving interested people as motivators, monitors and advisers is also very important; and (4) In large-scale programmes, like *Mahila Samakhya* and *Lok Jumbish* strengthening of organisational structures at the lowest level proves to be very important in helping project personnel build a rapport and links with the village community.

The study identifies the following common factors which constitute the necessary and facilitating conditions for a successful education programme: (1) Community mobilisation and creation of a facilitating milieu for girls' education; (2) Imparting meaningful and enjoyable education; and (3) Having supporting linkages and structures to sustain the process of education.

To ensure that girls enjoy their education programme, the study underscores the following prerequisites: (1) Making available to them a wide range of options (non-formal education centres operating a few hours daily, *Balika Shivirs* run for a few months and *Mahila Shikshan Kendras* or *Vihars* run for a year or more); (2) The educational programme should be sensitive to girls who are on the threshold of adulthood.

"Once the girls realised that they can know," they begin an almost feverish process of learning; and (3) The curriculum should, therefore, be planned in such a way that these girls emerge as self-confident adults who can take decisions and act on them. "Textbook-based learning is of limited interest to most of the girls", according to the study.

Case studies from the five states show that facilitators play a significant role in changing despair and cynicism into confidence and trust. Most of the programmes that were studied adopted a two-pronged strategy of developing facilitators from within the community, supported by grassroots project personnel.

The study also shows that empowerment of women through formation of women's groups at the community level or gender sensitisation and training of teachers ensured a facilitating environment.

The *Janshala* programme aims at mobilising communities and empowering them to manage existing schools for primary education and demand alternate arrangements for education where such schools do not exist.

Five UN agencies which participated in the study are: UNICEF, UNDP, UNESCO, UNFPA and ILO. ■

Challenges can be stepping stones or stumbling blocks. It's just a matter of how you view them.

-- Unknown

IAEA Kerala Chapter's EC Meets

The Executive Committee of IAEA Kerala Chapter met on March 17, 2001 at 2.30 p.m. at Kerala Hindi Prachar Sabha (KHPS) Vazhuthacad, Trivandrum, with Dr. K Sivadasan Pillai, Chairman of the branch in the chair and 10 members present.

The meeting commenced with a presentation of Sri KK Ramachandran Pillai (Advisor Agriculture, Rajasthan State Mines & Minerals) on farmer's training (rubber and related fields of agriculture). He explained the training programmes which can be organised in collaboration with IAEA Kerala Chapter (in the context of ongoing CE programmes).

Future programmes of IAEA, Kerala Chapter, were then presented for discussion.

Details of quarterwise programme are as follows:

April-June 2001

Preparation of a Folder on IAEA, Kerala Chapter (to be finalised before 30.3.01) -- (Responsibility : Dr. AM Thampi, and Dr. Siva Kumar); and

Formulation of a Project (CEP) and planning of research programme (Responsibility : Dr. AM Thampi, Dr. V Reghu, Dr. Siva Kumar, and Mr. TS Nair).

July-September 2001

A workshop -- in continuation of the One Day Seminar held on 17.3.01 -- (Responsibility: Prof. Abdul Vahab). This Workshop is to be organised by inviting

selected experts in the areas of CEP -- problems and alternatives;

International Literacy Day-observation and related activities (Sept.8) (Responsibility : Fr. MK George, Loyola College); and

Competitions for: (a) College Students, (b) School students, and (c) Public and related activities (Responsibility : Dr. Kamini).

October-December 2001

Seminar on CEP for teacher students (Responsibility : Prof. Abdul Vahab & Dr. Mercy Abraham).

Development of a training design in Kerala Context (CEP) (Responsibility : Mr. T Sundaresan Nair, SRC).

January-March 2002

Seminars on CEP for teachers students-- (Responsibility: Prof. Abdul Vahab and Dr. Mercy Abraham).

Membership campaign (Dr. KS Pillai to lead a team) during all the quarters along with environment building and publicity (Responsibility : Dr. ND Joshi and Shri KG Balakrishna Pillai).

It was also decided to conduct "Executive Committee meetings" every Quarter for the effective functioning of the programmes. ■

Uttaranchal Literacy Rises to 72.3 percent

The census of 2001 revealed that 72.3 per cent of those aged seven and above in Uttaranchal are literate. Present sex ratio in

the state is 964 females per 1000 males.

Consistency in upward trend in Uttaranchal was highlighted in a two-day Conference on Health, Development and Population Stabilisation issues, which was organised by the Population Foundation of India (PFI).

As per research carried out at PFI, Uttaranchal's demography, social conditions, literacy and status of women is far developed compared to the adjoining states of Haryana and Uttar Pradesh. ■

Educational Aid for Adolescents

Under its peer-based adolescent education project for drop-out boys, the Family Planning Association of India (FPAI), Jabalpur Branch, with UNESCO funding, has developed a set of 24 playing cards with colour sketches and an one-line caption, which can be used in discussion by the peer-group educators.

Convenient to carry, and accompanied by a how-to-use booklet, all that an educator has to do is to deal out the cards and, depending on the topic on the card that the participant gets, he initiates the discussion. ■

Academic Programme on HIV & Family Education

Indira Gandhi National Open University (IGNOU) is launching a Certificate Programme on HIV & Family Education from May 28 for Jan 2002 session. Another new programme of the same duration launched by IGNOU is M.A. in Hindi. ■

NCRWC Suggests Quality Elementary Education Free of Charge

The National Commission to Review the Working of the Committee (NCRWC), following a critical look at the overall performance of successive governments since independence, has prepared a consultation paper entitled "Pace of Socio-Economic Change under the Constitution" embodying, among others, a proposal to provide compulsory free elementary education of excellent quality till the age of 14 through levying a fee on professionals, educated and trained in India but taking up jobs abroad, to fund the endeavour.

Besides primary education, the paper projects radical ideas on elimination of hunger through an innovative Food Coupon scheme, establishment of a National Commission of Science and Technology for their effective use in socio-economic development, good governance, improving lot of SC/ST, etc.

The NCRWC has been mandated to review the working of the Indian Constitution since its adoption.

The paper "identifies some of the critical achievements as well as significant failings (of governance), while raising some key issues and identifying critical areas of action that may help the country realise and fulfil its Constitutional commitments", says the foreword of the paper.

On elimination of hunger, the paper states: "Over 200 million people, living below poverty line in India, are chronically hungry. Hunger and poverty forces

families to make trade offs."

"Poorly-fed and mal-nourished pregnant women give birth to stunted and unhealthy babies. Poverty indeed has a women face", notes the paper, in the worst-ever indictment of successive governments.

Pointing to dismal performance of Public Distribution System (PDS), the paper floats the alternative idea of "Food Coupons and Food Security Account" to eliminate hunger of people below the poverty line. As per the scheme, "Food coupons of entitled amount, tentatively equal to the amount of subsidy of PDS, can be issued periodically from post office/banks against ration card or against a Food Security Account opened in joint names of the head of the beneficiary family and his/her spouse."

The paper stresses on realising good governance through "changing mindsets and attitudes of colonial hangover, making governance participatory and transparent, sensitizing public servant, managing social conflicts and introducing Citizens Charters and regulating public funding of institutions of civil society".

To improve the lot of SC/ST and OBCs the paper suggests: establishment of residential talent schools for them; complete ban on occupations degrading and offending to human dignity; effectuation of their rights to livelihood; monitoring nutritional status of weaker sections; and adequacy of their representation in public service (to pre-1996

status) as also in higher judiciary. It also suggests constitutional measures, like transfer of areas under Fifth Schedule to the Sixth Schedule of the Constitution.

The paper also deals with diverse issues like, empowerment of women, unorganised labour, statutory protection to farmers, bonded labour, child labour, immoral trafficking in women and management of water resources, while suggesting a number of solutions to the problems faced by India. ■

Adult Education in a Polarizing World

Nearly one out of four adults in the world is unable to read or write or do simple arithmetic, and many more lack the basic knowledge and skills they need to be responsible parents, efficient workers and active citizens. Unfortunately, the number of illiterates is likely to stay around one billion into the 21st century.

The above mentioned facts are highlighted in a report entitled "Adult Education in a Polarizing World", published recently by UNESCO for the International Consultative Forum on Education for All. The Report analyses serious consequences of the widespread lack of support for out-of-school literacy and education programmes for adolescents and adults. It discusses the current status of basic education for adults in developing and industrialized countries, the trends that are shaping it, and the case for making further investments in this strategic area. It also presents relevant data for 132 developing countries. ■

Global Survey on quality of education

As part of its global sample survey on teaching and learning in primary schools, Education for All Forum had launched EFA 2000 Assessment covering over 30 developing countries mostly in African continent. The questionnaire of the survey include questions like what do children learn in school? What are the working conditions of their teachers? Do schools have toilet facilities? How many textbooks are available per class? etc. These questions are of crucial importance when considering the goals of Education for All, for today, it is widely agreed that it is not enough to just put children into school. We must also ensure that they learn something relevant and stay in school.

The surveys will use a school questionnaire with some 40 items, including school background, staff information, school facilities, learning materials, health and security, as well as a teacher classroom questionnaire, containing some 50 items covering teacher training, use of teaching materials, attendance, and job satisfaction.

The EFA or Education For All Forum is an international consultative forum on Education for All. EFA is a coalition of agencies and specialists that keeps basic education high on the world's political agenda. It was set up after the World Conference on Education for All in 1990 to guide follow-up action. The Forum is sponsored by UNDP, UNESCO, UNFPA, UNICEF and the World Bank, as well as most bilateral donor agencies. ■

Poverty-Basic Education Relationship

Realising serious problems in providing learning opportunities to poor people living on the margins of society, Education For All Forum has recently brought out a policy discussion paper entitled *Achieving Education for All by the Year 2015*. According to the paper, "the educational frontier has, in recent decades, been pushed forward to include more and more of the formerly excluded sections, such as poor children, especially girls, remote populations and minorities. It is, therefore, ever more important to find innovative solutions to diverse situations and needs", the paper says.

"This certainly does not mean that schools should be abandoned, but it does imply that they must be reformed and opened to the surrounding world as well as supplemented with more flexible approaches and programmes," the paper points out. "More of the 'same old education' will not, by itself, achieve education for all."

It is widely agreed that education is an effective weapon to fight poverty. It saves lives and gives people the chance to improve their lives. It also gives them a voice. A few examples given below, which have been taken from Oxfam's recent report, *Education Now*, illustrate this:

- In Uganda, four years of primary education raise a farmer's output by 7 per cent;
- The child of a Zambian mother with a primary

education has a 25 per cent better chance of survival than a child of a mother with no education; and

- In Bangladesh, women with a secondary education are three times more likely to attend a political meeting than are women with no education.

The Forum, on the other hand, points out that poverty is a powerful reality which strongly affects and often undermines conventional education strategies. An increasing number of poor people survive by virtue of the 'popular economy'. As formal education, historically, has been geared to the formal economy, the skills that the popular economy requires and rewards are far more likely to be learned in the home, on the job or in the street than in the school. Many poor, therefore, feel that they do not need education.

The Forum, moreover, underlines that the large number of educated unemployed in many societies demonstrates to poor people that long-term investments in education are risky. "There is, therefore, a critical need to re-think and re-cast educational institutions in modes better suited to the requirements and lifestyles of those they aspire to serve," states the policy paper.

UNESCO is presently working on evolving a strategy for poverty eradication through building on a bottom-up approach to poverty: to listen increasingly to the poor, and to develop learning opportunities that are most directly related to the goals of income-generation and community-building. ■



Dube, M.P. and Bora, Neeta. Ed. **Social Justice and Women in India**. Delhi, Swaraj Prakashan, 1999, p 348, Rs.595.

The book is divided into 27 chapters. Chapter one is on politics of eco-feminism while chapter two is on women in development. Chapter three discusses femininity, tradition and anomie prevailing in Indian society. Chapter four deals with dilemmas of development and crisis of discontinuity in India. Chapter five discusses women's role of rural development marked by inadequate participation. Chapter six is on women, law and society. Chapter seven looks at policy perspective and various programmes on women's welfare and development. Chapter eight is on female education and gender bias (with special reference to tenets of Islam) and chapter nine gives an overview of political participation of Muslim women. Chapter ten is on women's participation in the political process. Chapter eleven is on involvement of women in India's political process and Chapter twelve gives UP hills' case study on economic development and socio-political empowerment of women. Chapter thirteen deals with social, cultural and attitudinal factors affecting role of women in rural development. Chapter fourteen discusses certain issues relating to women's participation in the process of rural development in India. Chapters fifteen and

sixteen are on status of scheduled caste women and change among Bhotiya Tribe. Chapter seventeen is on role of distance education in educating rural women. While Chapter eighteen imparts developmental perspective to women's role in insurgency ravaged rural Manipur, Chapter nineteen appraises tribal women's role and status in development schemes in Uttarakhand. Chapter twenty is on protection of human rights of the Scheduled Castes and Tribes. Chapter twenty one and twenty two focus on Kumaun region of Uttarakhand. While the first takes a look at women's participatory status in rural areas, the other examines reservation policy's past experience and future challenges. Chapter twenty three is on implied implications in management of socio-political change among tribes. Chapter twenty four is on education for tribal women and Chapter twenty five is on problems and solutions of reservation for Scheduled Caste and Scheduled Tribes. Chapter twenty six deals with free legal aid as a ray of hope to the Scheduled Castes and Scheduled Tribes. The last chapter is on social justice and Nehru.

Directorate of Adult Education, A **Handbook for Preraks**. New Delhi, Directorate of Adult Education, Ministry of Human Resource Development, Department of Elementary Education and Literacy, 2000, p 102.

Highlighting various aspects of Continuing Education, the Handbook indicates the role of *Preraks* in implementing

Continuing Education activities. Each chapter of this Handbook provides full details on a particular aspect of Continuing Education and suggests the steps to be taken while carrying out different activities in CECs/NCECs. These chapters include the concept of Continuing Education, organisation of target specific programmes for beneficiaries, formation of self-help group and conducting innovative programmes, monitoring, maintenance of records and securing sustainability and convergence in Continuing Education programme.

This Handbook will provide a base material for the *Preraks* in conducting various programmes and activities in Continuing Education Centres (CECs) and Nodal Continuing Education Centres (NCECs).

Gupta, N.L. **Women Education Through the Ages**. New Delhi. Concept Publishing Company, 2000. p 248, Rs.350.

The present book, with eleven chapters and three appendices, aims at presenting an overall picture of women's education through various phases of Indian history, i.e. Vedic period, Post-Vedic period, Jain and Buddhist systems, Muslim rule, British rule and in the post-independence era. Various factors and phenomena responsible for bolting or opening the doors of education for women have been critically analysed. Independent chapters on 'Empowerment of Women' and efforts made and being made by the State and Central

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Governments and various NGOs have been adequately highlighted befitting to the theme of the book.

Sawant, Justice P.B. **Mass Media in Contemporary Society**. New Delhi, Capital Foundation Society, 1998, p 220, Rs.400.

This book is divided into 20 chapters. Chapter one is on Indian press during the last 50 years. Chapter two and three are on freedom of press and its responsibility and press freedom, legal restrictions and national interests. Chapter four deals with social responsibility of the media. Chapter five is on media and the constitution. Chapters six and seven are on media and the society and right to information. Chapter eight is on role of the press and Press Council of India. Chapters nine and ten are on press as the leader of society and

role of the press for good governance. Chapter eleven is on women and media. Chapters twelve and thirteen are on media, environment and development and media in conflict situations. Chapter fourteen deals with humanitarian reporting of armed conflicts. Chapters fifteen and sixteen are on reporting drug related crime and press in the north east. Chapter seventeen is on information technology revolution. Chapters eighteen and nineteen are on journalism in information and poll surveys '98 and democracy. The last chapter is on world association of press councils.

Directorate of Adult Education. **Handbook on Training Methods**. New Delhi, Directorate of Adult Education, Ministry of Human Resource Development, Department of Elementary

Education and Literacy, 2001, p 48.

This handbook has been prepared for the benefit of the trainers to provide them training skills, a new vision and latest approach to training. The handbook provides a direction to the trainers as to how to conduct training for trainees in the field.

The handbook is a part of the training kit consisting of the following :(1) A Handbook for *Preraks*; (2) Manual for Training of *Preraks*; and (3) Manual for Training of Key Resource Persons.

This handbook tells about different methods of training in an open and participatory mode, through which, trainers can chose any of the methods of their choice as per the need and requirement of a particular training programme.

REGISTERED NEWSPAPER

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

TO



Census 2001 Data on Literacy

As shown by Provisional Population Totals of Census 2001, for the first time the absolute number of illiterates has shown a significant decline. In 1991, out of India's total population of 846 million, the number of illiterates was 328 million. Despite population of India increasing by 181 million and crossing historic one billion mark (1027 million), the number of illiterates has shrunk to 296 million, marking a decline of 32 million in 2001.

The level of literacy in India at the time of 1951 census was only 18.2 percent. The average decennial rate of growth during the next three decades (*i.e.* 1961, 1971 and 1981) remained at 8.5 percent. But in 1991, the literacy rate rose to 52.2 percent. Two distinctive features of this phenomenal rise were: (1) female literacy growth rate overtook male literacy growth rate for the first time; and (2) number of literates outnumbered the number of illiterates, giving us world's second largest pool of literates (328.88 million) in any country (behind China). However, prominent negative traits that remained

constant were: (1) gender gap in literacy rates at the rate of 24 percent; (2) unrelenting rural-urban differential around 29 percent; (3) large regional disparities in literacy level -- that is 90 in Kerala but only 38.5 percent in Bihar; and (4) much wider disparities prevailing between districts -- while some districts attained 100 percent literacy, others had it as low as 15 percent.

To make significant dent on illiteracy figures, government did two things: (1) enhanced investments in primary education to serve better access, enrolment and retention in school; and (2) laid greater stress on adult education -- particularly targeting those in the productive and reproductive age-group of 15-35 through launching National Literacy Mission in 1988. This two-pronged strategy has shown good results as can be seen from the following. India's population now stands at one billion having an annual growth rate of two percent. But even then, the literacy rate recorded phenomenal rise of 13.17 percent in the 7+

age-group -- from 52.21 percent in 1991 to 65.38 percent in 2001 (75.85 for males and 54.16 for females that is to say that over three-fourths of males and over one-half of females are now literate in India).

Literacy has risen from 43.5 percent in 1981 to 52.2 percent in 1991 and now 65.38 percent in 2001.

The gender gap in literacy, which hovered around 25 percent for two decades during 1971-91, has gone down to 21.7 percent due to female literacy rate (14.87 percent) registering an improvement of 3.15 percent over male literacy rate (11.72 percent).

Let us now take a look at state's performance in improving their literacy level: Kerala 90.92 percent; Mizoram 88.49 percent; Maharashtra (from 64.9%) 77.3 percent; Tamil Nadu (from 62.7%) 73.5 percent; Gujarat (from 61.3%) 69.9 percent; Sikkim (from 53 percent) 69.7 percent; West Bengal (from 57.7%) 69.22 percent; Assam (from 57%) 64.3 percent; Karnataka (from 56%) 67 percent; Madhya Pradesh (from 44.2%) 64.11 percent; Orissa (from 49.1%) 63.6 percent;

(contd. from page 1 col 3)

Andhra Pradesh (from 44.1%) 61.1 percent; Rajasthan (from 38.5%) 61 percent; U.P. (from 41.6%) 57.7 percent; and Bihar (from 38.5%) 47.53 percent. Among all states, while Rajasthan has recorded the highest jump of 22.5 percentage points, Bihar has recorded only 9 percentage points which is well below the national average.

The Census figures prove the following: (1) Justification of adoption of and persistence with Mission mode in literacy efforts; (2) Efficacy of low-cost education being imparted under National Literacy Mission at an average annual cost of Rs.80 per head; (3) Rich dividends flowing from laying greater stress on females in literacy efforts; and (4) Success of adopting the campaign approach which needs to be followed up by intensive post-literacy and continuing efforts with major emphasis on vocational inputs. ■

Bank Loan for Education

Any student of Indian nationality who has not crossed 30 years of age and has secured admission to any institute of repute whose degrees/diplomas are recognised by Universities/ All India Council of Technical Education/other statutory bodies can seek educational loan from The Oriental Bank of Commerce.

The loan limit for studies in India is Rs.7.5 lakh and for studies abroad Rs.15 lakhs. The loan will cover cost of school/college fees and hostel expenses. It can be extended to cost of books and stationary also. ■

Mass Education and Population Control Linkage

A report of National Population Control (NPC), released recently, establishes indispensability of population control efforts with mass education programme. The National Commission on Population is the apex body under the Government of India to assess success of family planning and population control programmes.

The report finds slow down in decline of crude birth rate since mid '90s (from 1996 this rate has got stuck around 27 points). It also underscores the fact that the percentile figures at national level of couples effectively covered by family planning policies have remained contained at 46.2 percent, meaning thereby that as high a figure as nearly 55 percent of couples have not been covered by family planning programmes.

Lamenting absence of mass education programmes for family planning and birth control, the report states that between 1966 to 1971, i.e. at a time when family planning was at its infancy, the crude birth rate went down by 4.1 points, just due to mass education.

The report shows that during the last seven years, while the number of acceptors of the family planning programmes have hovered around 33 million, the expenditure for family planning programmes has trebled from Rs.1090 crores in 1992-93 to Rs.3100 crores in 2000-2001. The allocation for this purpose during 2001-2002 is Rs.4200 crores.

The reason for lack of spread of family planning in the '90s, according to the NCP report, is shift of focus from mass education to birth control. The education campaign reached a peak in the mid 80s which was carried out through the print media, radio and television. In the 90s, attention of Health Ministry shifted to community based welfare programmes and other campaigns like the pulse polio. Apart from that, there has been no special programme aimed at birth control. ■

Let Education and Health Determine Our Progress

Lamenting practice of making economy as the sole yardstick of judging country's progress, Union Home Minister, LK Advani, has demanded laying greater emphasis on health and education in determining country's progress as already stressed by Nobel Laureate Prof. Amartya Sen. According to Shri Advani, "Health not only has the physical aspect, but the mental and spiritual angles as well".

Shri Advani was giving an inaugural address at Preksha Yoga Kendra, Mehrauli (Delhi) on June 17, 2001.

Dr. SC Manchanda, Head, Cardiology Department, All India Institute of Medical Sciences, who also spoke in the function, observed that about 25 lakh people die of heart ailments in India each year, while 50 million suffer from hypertension and diabetes every year. According to World Health Organisation (quoted by Dr. Manchanda), these figures will double in the next three decades. ■

Education to Benefit from Latest Technology

A report entitled *Distance Education in Central Universities*, brought out by Distance Education Council (DEC), has recommended adoption of latest technologies to expedite the process of educational development in the country. The DEC has urged its member institutes to adopt the latest technologies for expediting the process of educational development.

The report has commended Indira Gandhi National Open University for enlisting state-of-art technology for its broadcasting, telecasting and online system for delivery of programmes to the students. However, other universities are yet to convert the study material in self-instructional material format. Besides, there is limited use of audio or video aids.

The report has observed: "A number of programmes, almost in each institution, do not attract viable number of students for number of reasons, including lack of relevance and competition among institutions". It has, therefore, suggested that institutes should concentrate on providing programmes in which it has core competence for ensuring quality and relevance of programmes.

The report, however, pointed out that the growth in enrolment among the Central Universities for distance education has been "impressive".

The report covered the University of Delhi; University of Hyderabad; Pondicherry University; Maulana Azad National Urdu University; Jamia Millia Islamia and North-Eastern Hill University, besides IGNOU.

It noted that four universities --Delhi University, Hyderabad University, Jamia Millia Islamia and North-eastern Hill University provide counselling services at headquarters and rely on print materials for delivery of programmes.

The report observes that enrolment in distance mode in the Universities of Delhi and Hyderabad are close to the size of enrolment in conventional programmes. IGNOU has the highest enrolment of about three lakhs during 2001. This is followed by Delhi University with enrolment of 1.20 lakh. Pondicherry University and Maulana Azad National Urdu University enroll as high as 20,000 and 9000 respectively, which are much higher than the enrolment in conventional mode. The enrolment in Maulana Azad National Urdu University is only in distance mode programmes.

A variety of programmes are offered by the seven universities under distance mode. IGNOU, University of Hyderabad and Pondicherry University are offering Technical/Professional/Vocational and general programmes. The University of Delhi offers general higher education programmes only. North Eastern Hill University and Jamia Millia Islamia are yet to diversify their programmes, the report adds.

Participation of female students varies across the institutions and their programmes, the report observes. Their share is more than 50 per cent at Master's level programmes in Delhi University. The efforts made for quality assurance in distance education present a picture of

Kamble on Consultative Committee of FCI



The Vice-President of IAEA and honorary Chairman of Maharashtra IAEA branch, Shri BN Kamble

has been nominated by Union Government as a member of the Consultative Committee of Food Corporation of India for Maharashtra State. ■

Drop in Sex Ratio Causes Serious Concern

Espousing serious concern towards an alarming drop in sex ratio shown in the Census 2001 figures, the Union Government has decided to strengthen its monitoring mechanism and advocacy to check sex determination tests and female foeticide.

Despite constant apprising to Union Government by grassroot level workers on disturbing trend of increase in sex determination tests and female foeticide, government has done nothing to check or prevent these. These trends are more prominent in northern states, namely U.P., Punjab, Haryana and Bihar. Due to increase in female foetus abortions during the past 10 years, there has been a distressing decrease in female population in the 0-6 age group.

light and shade.

While IGNOU uses advanced technologies and interactive methods of imparting education, other universities are yet to convert the study materials in Self-Instructional Material (SIM) format, observes the report. ■

Shiksha Yatra Focussing on Universal Education

A 14000 km long "Shiksha Yatra", which started from Thiruvananthapuram on January 21, 2001 to focus on universal education, culminated at New Delhi on June 19, 2001.

Winding its way through 20 states of India, the Yatra gave a call for genuine political will and social concern for achieving the objectives of free, compulsory, meaningful and quality education in the country with the widest possible involvement of individuals and organisations. The objective of the Yatra was to convert the Directive Principle on Education into a Fundamental Right to be enforced by the Constitution. The caravan has been organised by Bachpan Bachao Andolan and South Asian Coalition on Child Servitude.

The Yatra is an initiative of the South Asian Coalition on Child Servitude (SACCS) and several other organisations.

The Yatra emphasised on introduction of a four-pronged education system -- free, compulsory, uniform and meaningful education. However, from 'free education', the Yatra does not mean excusing tuition fees alone. It also includes free uniform, mid-day meals, free stationery, etc".

Compulsory education means that not only the parents but the principals and district officials should be held accountable to ensure attendance of children. Education should be uniform and meaningful, implying no disparity, and relevant, useful as well as job-oriented education. ■

Simputer for Illiterates

A 'Simputer' -- a low-cost portable alternative to PCs, the first of its kind in the world as per Union Government's claim, through which common man can access the benefits of information technology -- was unveiled by Union Minister of Human Resource Development, Dr. Murali Manohar Joshi on June 7, at New Delhi. Dr. Joshi observed, "It is a gift not only for India but for the Third World countries also. The 'Simputer' ensures that illiteracy is no longer a barrier to handling a computer and it permits truly simple and natural user interfaces based on sight, touch and audio."

"Simputer is under a Trust, which is a non-profit making body and anyone can download the hardware specification and improve or add new features to this product. The developing nations have to pay just \$25,000 and the developed nations have to pay \$2,50,000 for this technology," the minister said. He said that Simputer, when produced in large numbers, will not cost more than Rs.9,000. Its Smart Card feature enables sharing of Simputer by the local community, like village panchayat, the village school, a kiosk, a village postman, etc. It allows for personal information management at the individual level for an unlimited number of users.

The Simputer has resulted from coming together of scientists from the Indian Institute of Science and Technologists from Encore Software Ltd. Its inventors are Vijay Chandru, Vinay Deshpande, Shashank Garg, Ramesh Hariharan, Swami Manohar, Mark Mathias and V Vinay. ■

Depressing District Primary Education Scenario in West Bengal

West Bengal's new Industries Minister, Shri Nirupam Sen has called for drastic changes and even hinted for disciplinary action to improve both quality and commitment in State's education sector. Shri Sen was speaking in June in District Primary Education Council in Burdwan.

With some honourable exceptions among primary teachers for their commitment and responsibility, the primary education, as alleged by Bengal Primary Teachers Association (BPTA), has been one of the most neglected areas during Jyoti Basu's regime. As a result, the teacher-student ratio is as low as two/three for 250 students. Besides the teaching community is packed either by CPI-M sympathisers or those who bribed their way to recruitment, as alleged by BPTA. Since these two factors are supposed to be behind the sloth and incompetence, Shri Nirupam Sen has chosen to talk tough. According to him, the teaching standards had fallen so drastically that it was taking a toll on the investment climate as well. ■

Live your life such as you would climb a mountain. An occasional glance toward the summit keeps the goal in mind, but many beautiful scenes are to be observed from each new vantage point. Climb slowly, steadily, enjoying each passing moment; and the view from the summit will serve as a fitting climax for the journey.

National Poster and Photo Competitions on Literacy/Adult Education, 2001

The National Literacy Mission has announced two competitions on June 17 and 18, 2001 as follows:

1. National Poster Competition on Literacy/Adult Education, 2001; and
2. National Photo Competition on Literacy/Adult Education, 2001.

Categories

The competitions have been grouped into two categories -- Group A general, including professional/amateur artists/photographers; and Group B for students of all levels.

Themes

Themes for both the competitions, category-wise, are as follows:

1. For Poster Competition

(a) Group A -- "Literacy -- A Step Towards Life-Long Learning; and

(b) Group B -- "Literacy and Women's Empowerment".

2. For Photo Competition

(a) Group A -- "Literacy Empowering Women"; and

(b) Group B -- "Literacy to Overcome Social Disparities/ Literacy and Social Development.

Language of Caption, and Colour & Size of Entries

The language for slogan/ caption to be given to each entry for both the competitions covering both categories of the competitors is Hindi/English/any other scheduled Indian language.

Monochrome colour may be used for all entries to both the

competitions covering both categories 'A' and 'B'.

The minimum size prescribed for each entry to Poster Competition, covering both the categories, is 40 cm x 60 cm; and that for prints for Photo Competition covering both the categories is 25 cm x 30 cm.

Value of Prizes

Four cash prizes for respective categories of both the competitions are as follows:

Poster Competition

Group A:

First Rs.25,000;
Second Rs.20,000;
Third Rs.10,000; and
Five consolation prizes of Rs.500 each.

Group B:

First Rs.5,000;
Second Rs.3,000;
Third Rs.2,000; and
Five consolation prizes of Rs.1,000 each.

Photo Competition

Group A:

First Rs.12,000;
Second Rs.9,000;
Third Rs.6,000; and
Five consolation prizes of Rs.2,000 each.

Group B:

First Rs.5,000;
Second Rs.3,000;
Third Rs.2,000; and
Five consolation prizes of Rs.1,000 each.

Last Dates for Entry submission

The last date for submission

of entries for both categories in the Poster Competition is **July 20, 2001**, while that for Photo Competition for both categories is **July 27, 2001**.

General Rules

Rules governing both the competitions are as follows:

1. There is no entry fee or entry form.

2. The topic/short slogan on each entry on poster may appear suitably at an appropriate place while for photo entry, it may appear suitably on the back side.

3. Number of entries permitted for each competitor in Poster Competition is one only while for Photo Competition the number of unmounted entries is restricted to two only.

4. Each poster/photo should carry (pasted on the back) the entrant's name, age, sex, nationality, postal address and details like category in block letters.

5. In case of student artist, he/she should enclose a certificate from the concerned school/college/institution certifying that he/she is a bonafide student and pursuing a course of study.

6. Submission of entry to the competition implies acceptance of rules and regulations of the competition. No correspondence will be entertained in this regard.

7. In all matters of dispute, the decision of Director, Directorate of Adult Education, Government of India, New Delhi, will be final and binding.

8. Literacy campaign primarily focusses on the 15-35 age-group (male and female both), the most productive and reproductive section of the society. Pictographic depiction should also reflect this.

(contd. on page 6 col 3)

Cost of Free Education

Free primary education does not necessarily mean that State provides education for free. In a recent joint report of the World Bank and United Nations Children's Fund (UNICEF) entitled "Counting the Full Cost: Parental and Community Financing of Education in East Asia", author Mark Bray described how parental contributions in certain Asian countries outweigh those of the State. For example, in Cambodia where free primary education is enshrined in the constitution, a staggering 75 per cent of the cost of schooling is borne by parents. In China, 20 to 25 per cent of the cost of State-run primary education is covered by households and in the Lao People's Democratic Republic, the figure is almost 30 per cent.

"What it amounts to is privatized public schooling," concludes Bray. The report focuses on formal education at the primary and secondary levels, but also takes into account supplementary tutoring. ■

Measuring learning achievements

In recent years, an increasing number of countries have shown interest in obtaining better information on what their students have learned in school. This interest has been manifested in countries developing national procedures to assess student achievement or by participating in international studies in this area. A recent World Bank report, entitled "Monitoring the Learning Outcomes of Education Systems", by Vincent Greaney and Thomas Kellaghan" described different

methods to assess the learning outcomes of education systems and discusses the choice of indicators, the various stages of a national assessment and a case study of poor practices. ■

Keeping African Girls in School

Girls and African Education, Research and Action to Keep Girls in School, a 24-page brochure published recently by the Forum for African Women Educationalists (FAWE), describes through text, photos, recent research and action to provide African girls with education. It analyses the benefits of girls' education, the obstacles to their participation in schooling, and policies that facilitate girl's education. ■

Legal Literacy Drive

The National Legal Services Authority (NALSA) has launched a scheme to enhance legal literacy and awareness campaign in the country. The scheme visualises accreditation of non-government organisations and social action groups for providing financial support for the purpose.

The State Legal Services Authorities had been called upon to identify NGOs and social action groups in all districts and give them accreditation for initiating the campaign.

Steps were also taken to provide special legal aid facilities to women prisoners. Directives were issued to all the State Legal Services Authorities to ensure that the right of undertrials to have effective interviews with their counsel were not impinged upon.

A nation-wide publicity campaign was launched earlier to generate awareness regarding provision of free legal aid for the poor. ■

(contd. from page 5 col 3)

9. Prize winning entries for both the competitions will become the property of Directorate of Adult Education, Government of India, New Delhi. As such, the prize winning entrants in Photo Competition will be required to submit negatives of these entries at the time of taking awards.

All entries, complete in all respects may be sent (by hand or registered post) to reach Director, Directorate of Adult Education, Ministry of HRD, Department of Elementary Education and Literacy, Block No.10, Jamnagar House, Shahjahan Road, New Delhi - 110011 by respective last date prescribed for each competition.

Spreading Literacy in Maldives -- India-Maldives Cooperation

Maldives and India have decided to cooperate in the area of education with India suggesting to the SAARC nation that distance education would go a long way in spreading literacy in the sparsely populated nation consisting of a group of scattered islands.

Union Minister for Human Resource Development, Dr. Murali Manohar Joshi and Mr. Abdullah Kamaludeen, Minister for Human Resources, Unemployment and Labour of Maldives Government met recently in New Delhi, wherein India has assured Maldives that India was the best destination for education for countries in Asia and Africa because of the similarity in cultures.

India has also suggested that Maldives could explore the possibility of distance education for spread of literacy owing to its geography. ■



Directorate of Adult Education. *Manual for Training of Key Resource Persons*. New Delhi, Directorate of Adult Education, Ministry of Human Resource Development, Department of Elementary Education and Literacy, 2001, p 74.

The manual highlights various aspects of Continuing Education and indicates the role of SRCs/ZSSs training of Key Resource Persons (KRPs) in Continuing Education. Each chapter of this Manual provides full knowledge on different aspects of Continuing Education (CE) and its programmes and activities. It also suggests the steps to be taken while conducting training of KRPs. Chapters of the Manual include: approach to training; importance of CE and revised organisational concept and finances; strengthening of Continuing Education Centres; concept and finances; convergence in CE programme; supervision and monitoring; evaluation and feedback of training, etc.

Venkataiah, N. *Educational Research in Indian Universities: Misconceptions and Short-comings*, New Delhi, APH Publishing Corporation, 2001, p 237, Rs.600.00.

The book comprises four chapters. The first chapter describes present conditions of education research in the

Department of Education in Universities in India. The second chapter covers 36 model doctoral research reports. While 27 of these have been accepted for award of doctoral degrees; seven have been recommended for revision; and two have been rejected. The third chapter is devoted fully to point out common mistakes/errors that are committed by researchers. These mistakes/errors are of general nature. The fourth chapter which happens to be the biggest of all, deals with specific errors appearing in research reports. In this chapter suggestions to rectify these errors/mistakes are also given along with suggestions to prevent these. An exhaustive bibliography dealing with useful references has also been appended to the volume.

National Council for Teacher Education. *Teacher Education in Assam: current Status, Issues and Future Projections*. New Delhi, National Council for Teacher Education, 2001, p. 187.

The study is an attempt to study the teacher education system in the State of Assam. The aim was to get a comprehensive idea of various aspects of teacher education through an in-depth study of training facilities, manpower availability, course content and processes besides other institutional information. The design of the study was developed by NCTE and partially modified by the project personnel to suit the requirements of Assam.

The report covers all the Government Teacher Education Institutions, besides almost all the non-government recognized institutions. The report is basically based on primary data collected through a set of structured tools, through a variety of secondary sources, like State budget, census report and other works and publications of the State Government and non-government agencies.

Gulhati, Ravi; Gulhati, Kaval; Ayyangar, Srikrishna; and Nagar, Vinita. *Anatomy of Voluntarism*. Delhi, Konark Publishers, 1999, p.211, Rs.350.00.

This volume has come out at a time when there is a growing consensus that, through stronger voluntary organisations, more people will become involved in the development effort. Both government as well as private donors are looking to voluntary organisations to take part in and to provide technical assistance to the Panchayati Raj Institutions (PRIs).

This study fills an important gap in the knowledge base about the voluntary sector in the large, diverse and poor State of Madhya Pradesh.

The study has useful information from these angles. First, it provides state-wide information on age, size, geographical coverage and orientation of the voluntary sector; two, presents profiles of four sample districts -- Bhopal, Indore, Raipur and Rajgarh -- along with comparative statistics, views and

attitudes of officials towards voluntary organisations and PRIs; and, three, presents recommendations on strengthening voluntary organizations and on involving the voluntary sector more effectively in promoting the process of socio-economic change.

Rao, V.K. *Media Education*. New Delhi, A.P.H. Publishing Corporation, 2001, p.282, Rs.700.00.

This book on media education contains valuable information on diverse aspects of media education.

Media are converging. Technology developments are bringing together the print, the

telephone, the computer and video, into an integrated system that combines the strengths of each medium.

Such developments have major implications for professional boundaries. Broadcasting skills will not necessarily carry over to the design of computer-assisted learning programmes, nor to the overall instructional design. Indeed, computer programming and television production require very different approaches and ways of thinking and tend to attract different kinds of people..

Chandrakandan, K., Venkatapirabu, J., Sekar, V and Ananda Kumar, V. *Tests and*

Measurements in Social Research. New Delhi, A.P.H. Publishing Corporation, 2001, p.416, Rs.800.00.

Contents of the book comprise major aspects of tests and measurement relating to social research. The major chapters included are: psychometrics scales and tests, levels of measurement, scaling techniques, reliability and validity and their estimation, objectives and teacher-made tests, aptitude and achievement tests, intelligence tests and scales, personality measures, ranking and rating scales, socio metric techniques, attitude scales, literature/relating to tests, scales, measurements, etc.

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TO

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Annual Conference of IAEA

The 50th All India Adult Education Conference is scheduled to be held during December 19-22, 2001 at Shegaon (Maharashtra). The theme of the Conference is "1991-2001 A Decade of Literacy : Role of State and Civil Society".

Shri Gajaanan Trust, Shegaon, has agreed to organise the conference. Shegaon railway station is located on Kolkata-Mumbai main railway line (via Nagpur), 45 kms from Akola; and 50 kms from Akot on Ajmer-Purna MG main line. ■

UNESCO to Give Award to Literacy Campaign

The United Nations Educational, Social and Cultural Organisation (UNESCO) has decided to give the Mahila Samakhya Programme an honourable mention of the Noma Literacy Prize for this year. The award carries a bronze medal and a diploma to be awarded to the Department of Higher and Secondary Education (which runs the programme) on September 8, 2001, the International Literacy Day. ■

The award will be given in recognition of the strides the country is making in the growth of literacy. The census also shows that over the last ten years, the literacy rate has grown by 13.17 per cent, which is the highest increase recorded in any decade since Independence. The gap in male-female literacy has decreased from 24.8 per cent in 1991 to 21.7 per cent in 2001.

The Mahila Samakhya Programme, started by the Government of India, Ministry of Human Resource Development, in 1989 was initiated to translate the goals of National Policy on Education into a concrete programme for education and empowerment of women in rural areas, particularly of women from socially and economically marginalised groups. The programme is currently being implemented in over 9000 villages of 54 districts of 10 states.

Reaching out to the most disadvantaged in rural areas, the programme has mobilised women into *Sanghas* or women's collectives. ■

Annual General Meeting of IAEA

The Annual Meeting of the General Body of Members of Indian Adult Education Association is scheduled to be held on December 21, 2001 (at 4.30 p.m.) at Shegaon (Maharashtra).

The meeting notice and agenda papers of the meeting will be mailed to the members on September 1, 2001.

The Council of IAEA will meet on December 22, 2001 at 09.30 hrs. to elect office-bearers and members of the Executive Committee.

Programme for Trainers of 14 SRCs

The Directorate of Adult Education (DAE), Government of India, organised a Training Programme from July 23-27, 2001 for the benefit of the trainers of 14 State Resource Centres situated in the States of Bihar, Andhra Pradesh, Delhi, Himachal Pradesh, J & K, Madhya Pradesh, Orissa, Punjab, Rajasthan, Uttar Pradesh and Uttranchal.

The training programme covered the following topics:

(1) Importance of training in Continuing Education; (2) Latest trends in training; (3) PLA technique; (4) Participatory training Methodology; (5) Role of *Preraks*; (6) Preparation of materials for neo-literates; (7) Monitoring of CE programme; (8) People's participation and innovative programmes in CE; and (9) Evaluation of training.

Smt. Kusum Vir, Joint Director, DAE, coordinated the programme. ■

Female Literacy Rises by 15 percent

The female literacy in India has registered a 15 percent increase during 1991 and 2001. It was 39.08 only in 1991 but has risen to 54.28 percent in 2001 as per the provisional figures of the 2001 census. In fact, increase in female literacy has been greater than the increase in the general literacy rate, which has shown an increase of 13 per cent, from 52.2 per cent in 1991 to 65.49 per cent in 2001.

Again, increase in female literacy has also been higher than that of male literacy, which has increased by about 11 percentage points, from 64.13 percent in 1991 to 75.86 per cent in 2001. Females have scored over males in improving their decadal growth rate against the male growth rate of 11.83. But even then the rate of female literacy at the national level stands 11 percent lower than the general literacy rate of the country which is 65.49 percent against that of female at 54.28 percent. For this, certain historical

factors like gender-based inequality, social discrimination, poverty and too much involvement of the girl child in domestic chores are responsible.

However, when the decadal growth rate of literacy is compared on sex basis, it is creditable to note that all states/ Union Territories (barring Dadra & Nagar Haveli) have registered a much better female literacy growth rate than male literacy growth rate. In fact, some of the states/ Union Territories have improved their female literacy rate over the male literacy rate by nearly 50 percent or more. Here is a list of State/ Union Territories scoring over 50 : Lakshadweep (female 8.67, male 2.98); Kerala (female 1.69, male 0.58); Maharashtra (female 15.2, male 9.71); Nagaland (female 7.17, male 4.15); Uttranchal (female 18.64, male 11.22); Daman & Diu (female 10.97, male 5.73); Haryana (female 15.84, male 10.16); and Pondicherry (female 8.5, male 5.21).

Let us now take a look at performance of different states in this field.

The highest growth rate of 24.87 percent in female literacy has been recorded by the newly created Chhatisgarh. In 1991, here rate of female literacy was 27.52 only which has risen to 52.4 percent in 2001.

The second highest growth rate has been recorded in Rajasthan, *i.e.* 23.9 percent. It rose from 20.44 percent in 1991 to 44.34 in 2001.

At the third spot is Madhya Pradesh (out of which Chhatisgarh has been carved out), which has registered a

growth rate of 20.93 percent (from 29.35 in 1991 to 50.88 in 2001).

At the fourth spot is Uttranchal (recently carved out of Uttar Pradesh) which has registered a growth rate of 18.63 percent (41.63 in 1991 and 60.26 in 2001.)

At the fifth spot is Uttar Pradesh with a growth rate of 18.61 percent (24.37 in 1991 and 42.98 in 2001).

At the sixth spot is Andhra Pradesh with a growth rate of 18.45 percent (24.69 in 1991 to 44.24 in 2001).

Orissa with 16.29 percent growth rate in female literacy is at the seventh spot (34.68 in 1991 and 50.97 in 2001) followed by Dadra & Nagar Haveli with a growth rate of 16.01 percent (26.98 in 1991 and 42.99 in 2001).

Then follows Haryana with 15.84 rise (40.47 in 1991 and 56.31 in 2001); Himachal Pradesh with 15.82 (52.26 in 1991 and 68.08 in 2001); Tripura with 15.77 (44.65 in 1991 and 65.41 in 2001); Meghalaya with 15.56 (44.85 in 1991 and 60.41 in 2001); Maharashtra with 15.2 (52.32 in 1991 and 67.51 in 2001); Arunachal Pradesh with 14.56 (89.69 in 1991 and 44.24 in 2001); Sikkim with 14.7 (46.76 in 1991 and 61.46 in 2001); Jharkhand with 13.86 (25.52 in 1991 and 39.38 in 2001); West Bengal with 13.66 (46.56 in 1991 and 60.22 in 2001); Tamil Nadu with 13.22 (51.33 in 1991 and 64.55 in 2001); Punjab 13.14 (50.41 in 1991 and 63.55 in 2001); Karnataka with 13.12 (44.34 in 1991 and 57.45 in 2001); Assam with 13(43.03 in 1991 and 56.03 in 2001); Manipur

with 12.1 (47.6 in 1991 59.7 in 2001); Bihar with 11.58 (21.59 in 1991 and 33.57 in 2001); Daman and Diu with 10.97 (26.98 in 1991 and 42.99 in 2001); Andamans and Nicobar with 9.83 (65.46 and 1991 and 75.29 in 2001); Gujarat with 9.68 (48.92 in 1991 and 58.6 in 2001); Lakshdweep with 8.67 (72.86 in 1991 and 81.56 in 2001); Pondicherry with 8.5 (65.63 in 1991 and 74.13 in 2001); Goa with 8.42 (67.09 in 1991 and 75.51 in 2001); Delhi 8.01 (66.99 in 1991 and 75 in 2001); Mizoram 7.53 (78.6 in 1991 and 86.13 in 2001); Nagaland with 7.17 (54.75 in 1991 and 61.92 in 2001); Chandigarh with 4.31 (72.34 in 1991 and 76.65 in 2001); and the state with lowest growth rate of 1.69 percent is Kerala which enjoys the highest level of female literacy of 86.17 in 1991 and 87.86 in 2001. Figures about rate of growth for 1991-2001 for Jammu and Kashmir are not available. Figures for female literacy level in J & K in 2001 is 41.82. ■

New National Law University

Country's fifth national university for legal education started functioning in Jodhpur on July 16 with the inauguration of its first degree and post-graduate courses. The university will promote education and research in the field of law and develop professional skills of young men and women opting for law as their career.

Elections of IAEA

The schedule of election to Indian Adult Education Association for 2001 is as follows:

S.No.	Particulars	Last Date
1.	Publication of Members List	15.10.2001
2.	Objections on List of Members	15.10.2001
3.	Decision on Objections	02.11.2001
4.	Publication of Final List of Members	05.11.2001
5.	Receipt of Nomination Papers	04.12.2001
6.	Scrutiny of Nomination Papers	05.12.2001
7.	Publication of List of Candidates	05.12.2001
8.	Withdrawal of Candidates	20.12.2001
9.	Meeting of Individual Members to elect "Council Members" from among individual Members	21.12.2001 (14.30 - 15.30 hrs.)
10.	Meeting of Institutional Members to elect "Council Members" from among institutional Members	21.12.2001 (16.00 hrs.)
11.	Meeting of Council to elect Office-bearers and Executive Committee Members	22.12.2001 (9.30 - 10.30 hrs.)
12.	Declaration of Results	22.12.2001
13.	Meeting of General Body	21.12.2001 (16.30 hrs.)

Programme of Elections of IAEA for 2001 will be mailed to the members alongwith necessary nomination forms, etc. on September 1, 2001. Nominations may be sent to Shri M.K. Gaur, Returning Officer or Shri Prem Chand, Joint Returning Officer, IAEA, 17-B, Indraprastha Estate, New Delhi-110002.

The institutions of national stature, imparting education exclusively in law, are currently functioning in Bangalore, Hyderabad, Bhopal and Kolkata. The new National Law University will be housed for the time being in the administrative building of Jainarain Vyas University and shift later to its own campus to be constructed at Mandore on the outskirts of Jodhpur.

The Chief Justice of the Rajasthan High Court, Dr. Justice Arunachalam Chettiar Lakshmanan -- who is also Chancellor of the National Law University -- inaugurated the university's first session and an orientation

programme for the students.

The Rajasthan Government has allotted 50 acre land at Mandore for the university campus and will provide in due course a capital grant of Rs.5 crores during the next four years. The National Law University Act, 1999 -- under which the university has been established -- was enacted on October 8, 1999.

As a significant step, the University in planning to establish a School of Judicial Administration which will also function as the Judicial Academy of the State. The project will be executed in association with the Rajasthan High Court. This would be the

first Judicial Academy in the country where legal scholars and judiciary would work together.

The university's first five-year degree course batch comprises 41 students, who have been selected on the basis of a national entrance test, held in all major cities across the country.

Each student will spend six to eight weeks in placement with Government organisations, NGOs, law firms, companies, legislative departments, U.N. organisation and leading lawyers every year. This will expose the students to the practical realities and help expand their horizons of knowledge. ■

New Adult Literacy Format for Andhra District

With the help of an innovative learning module, over four lakh people in Andhra Pradesh's West Godavari district have become literate in just one year. This effort has enabled the district, which is the rice bowl of Andhra, to march towards becoming a totally literate district.

The innovative approach started with a group of 15 illiterate housewives volunteering to undergo a specially designed literacy course that was aimed at teaching faster reading skill.

The thrust of this approach was in separating reading from writing to enhance the speed of learning.

Soon, two senior instructors of the department were drafted for the experiment and a new primer with a reduced number of 29 letters of the Telugu alphabet (total letters are 56) was designed.

The learners were shown letters in the wall-hung charts and asked to recognize. Many were able to recognize the complete alphabets in a few days and started reading small words and sentences after a week. Exactly after 42 days, the learners were able to read paragraphs from the primer. Inspired by the instant result of the experiment, the Collector, Mrs. Poonam Malakondiah, adopted this model for the entire district by improvising the contents. The duration of the programme was fixed at 90 days. Of it, the first 40 days are devoted to teaching the alphabet and reading skills, the next 40 days for writing practice and the last 10 days for numerals.

In all, 37,283 illiterate women of self-help groups, which were active in the district, were enrolled for the fast-track programme and 29,831 learners completed the course.

Encouraged by the outcome of the programme, the state government extended it on October 2, 2000 to the entire state. Though the scheme did not make much progress in other parts of the State, West Godavari made long strides in the *Akshara Sankranti* phase by enrolling 2.52 lakh learners.

Literacy fever gripped the district for the next few months with non-stop rallies covering 510 kilometers, exhibition of aids and public meetings. The local talent developed over 3000 teaching aids for the adult learners. Over two lakh people took part in the rallies. As per the records, 1.92 lakh learners successfully completed the course, which was followed by second phase,

exclusively in the district, enrolling two lakh and 1.42 lakh of them completing it. Now, the *Askhara Sampurthi*, concluding phase of the programme, with 1.14 lakh learners is under way. In all, four lakh learners underwent the course successfully in four batches in a span of one year. ■

Janmabhoomi Programme on Mahila Sisu

Government of Andhra Pradesh conducted the fifteenth round of its *Janmabhoomi* Programme on 'Mahila Sisu Janmabhoomi' in Tenali Division during June 1-10, 2001. A five member team of Divisional Resource Persons constituted to conduct field study and evaluation report on conduct of Gram Sabhas and *Janmabhoomi* Programmes in Tenali Division was headed by Dr. M.K. Koteswara Rao of Nagarjuna University.

Being conducted since 1997, the *Janmabhoomi* programme looks at the development process based on spirit of sacrifice, diligence, honesty, self-help, self report, equity and equality, transparency, accountability, innovation, and sustainability. It has already completed 14 rounds. For the 15th round, the state was divided into 27 districts and each district in turn was divided on Revenue Division basis. Guntur, Prakasam and Krishna districts constituted the Tenali Division. ■

Literacy Growth in Himachal

The state registered a 13.27 growth in literacy during the last decade. Out of this four per cent increase was registered among women and Dalits, which has been due to the direct efforts of the National Literacy Mission. This makes Himachal the third most literate state of India after Kerala and Maharashtra.

There has been a 19.2 per cent growth in district Sirmour due to joint efforts of the National Literacy Mission and the state government. Earlier this was one of the least literate districts of the state.

The NLM, which completes 10 years' working on November 23, has a membership of about 86,000 and nearly 22,000 volunteers. ■

Gearing up Efforts for Total Literacy in Delhi

The Chief Minister of Delhi, Smt. Sheila Dikshit announced in July her government's decision to set a target of 100 per cent literacy in Delhi. Up till now, the percentage of the literacy was 82 per cent. For this purpose, special facilities and amenities will be given to all the schools in Delhi-- both government schools and Government funded schools. Smt Dixit has also given financial powers to the principals of all Government schools to spend an amount of Rs. 1 lakh on account of maintenance of the school building and on other petty expenditure. To provide a better school atmosphere. According to her no excuse will be accepted

from heads of schools, principals or concerned education officers regarding quality of education in Delhi.

Smt. Dixit made these announcements while distributing 500 merit scholarship to the students belonging to minorities and economically backward sections of the society in a function organised by Directorate of Education at New Delhi.

According to Ministers of Education, Dr. Narendra Nath, Delhi Government has completed 60 percent work of maintenance of all the Government Schools, which include providing electricity, drinking water, providing ceiling fans, white washing of the school building, providing extra furniture, toilets, etc. The rest of the work will be completed by 31st July. He said that the school buildings will be kept neat and clean. Principals will be responsible for maintaining the schools. Absenteeism of the teachers will invite severe disciplinary action. ■

Haryana Women Empowerment Scheme Launched

The State Government launched recently its new *Swayamsidha* programme for empowering women through self-help groups, which has been patterned on a model plan and specimen circulated by Union Government to all states.

The scheme has been approved by the Union Government for 13 blocks in the State at a cost of Rs 220.60 lakh and would be initially implemented in Pinjore and Barara blocks.

Other blocks chosen for the

programme include Rewari (R), Rewari (U), Khol Jatusana, Bawal all in Rewari district; Ateli in Mahendergarh district; Hansi-I and Adampur in Hisar district; Pinjore and Barwala in Panchkula district; Ambala (R) and Barara in Ambala district; and Sadhaura in District Yamunagar.

The programme aims at making women aware that they were responsible for empowering themselves.

The Haryana's Directorate of Women and Child Development would be the nodal department and the Director of the department has been appointed as the nodal officer under this scheme.

For effective implementation of the programme, state level steering committee and district level steering committee will be constituted. The project implementing agencies would be supervised by district programme officers, both being integrated child development services functionaries. The state and district level officers and also the project implementing agencies would be trained in various management and attitudinal skills and in procedures relating to the implementation of *Swayamsidha* projects.

Training would also be provided to the concerned officers on gender rights, micro entrepreneur development and legal literacy.

Exposure visits of office bearers of project implementing agencies as well as groups' leaders of self-help groups would be conducted for seeing activities of good groups within as well outside the state. Besides, state

level and district level workshops for orienting the officers of the project would also be arranged. Similar workshops will also be organized for officers of various departments, including lead bank officers concerned with implementing *Swayamsidha* in the state.

The scheme also incorporates incentives and awards for good performance. ■

Technical Education in India: Focus on Madhya Pradesh

Since becoming a republic, India has witnessed tremendous growth of technical education, during the past 50 years. In 1950, India had about 60 degree level engineering institutions. But today, besides 1224 polytechnics, we have 828 institutions offering degree and post-graduate degree programmes.

The intake at the degree level in engineering and technology today stands close to 2.3 lakhs while at diploma level the annual intake is around 1.9 lakhs-indicating a rapid growth of technical education in India. The engineering seats per 10,000 population vary from 7.72 in Tamil Nadu, 6.68 in Karnataka, 5.21 in Maharashtra while the larger states like Madhya Pradesh and Uttar Pradesh have 1.52 and 1.21 seats for 10000 population.

Madhya Pradesh at the moment is the sixth largest producer of engineering and technology manpower in the country having prospects for future growth and development due to its vast natural resources, existing infrastructure for technical

education, and geographically advantageous central location.

The State already has a Regional Engineering College, MACT at Bhopal, and several other nationally renowned colleges of engineering such as Shri Govindram Seksaria Institute of Technology and Science (SGSITS) at Indore, Jabalpur Engineering College, Madhav Institute of Technology and Science (MITS) at Gwalior, the newly set up Indian Institute of Information Technology and Management at Gwalior, and Indian Institute of Management, Technical Teachers' Training Institute, Central Institute of Agriculture Engineering, Indian Institute of Soil Sciences and the Regional Research Laboratory at Bhopal further strengthen the educational and research activities as Bhopal. With such a vast education infrastructure and competent faculty resources, the state has the ingredients to become one of the major contributory to the growth of science, technology and management education.

Rajiv Gandhi Proudyogiki Vishwavidyalaya (University of Technology of Madhya Pradesh) with its formal functioning from August 1999 has taken a number of initiatives. We introducing a new degree programme of Bachelor of Engineering in Information Technology in 7 colleges of Engineering from the academic session 1999-2000 which is now extended to approximately 20 colleges of engineering, developing an innovated unified curriculum for all colleges of engineering in the State of M.P. and reforming the examination system. ■

Legal Literacy Drive in Haryana

Mr. Justice V.K. Bali, Executive Chairman of Haryana State Legal Service Authority, will launch a legal literacy campaign in Haryana on August, 11 at a state level function in Kurukshetra. The drive constitutes an effort being made to spread legal literacy among people of Haryana in order to protect them from litigation in courts.

The Deputy Commissioner, SP and District Attorney have been co-opted as official members and two other prominent social workers have been co-opted as non-official members of the authority.

According to Shri C.R. Goel, District and Sessions Judge, Kurukshetra, who is also the Chairman of the District Legal Services Authority, a Special Lok Adalat would also be held on that day on the courts compound. Apart from other cases, matrimonial dispute cases, cases for compensation under Motor Vehicles Act, bank loan recovery cases and other matters would be taken up in the Lok Adalat.

It is for the first time that representatives of people at the grass-roots-level are being approached to acquaint themselves with various facets of law. ■



Jayapalan, N. *History of Education in India.* New Delhi, Atlantic Publishers and Distributors, 2000, p 170, Rs. 295.

The book deals in detail with all aspects of the History of Education in India in different phases. From the beginning to the end, events and connected matters have been recorded in chronological order. First three chapters of the book are devoted to education in ancient India, medieval India, and British India giving details in a simple manner. In the fourth chapter, covering free India, changes and reforms that have taken place in India since Independence in the field of education have been given in a graphic manner to make it interesting for the students and the common readers. The last three chapters of the book deal with adult education, women education and the new educational policy of India.

Aggarwal, J.C. *Modern Indian Education History : Development and Problems.* Delhi Shipra Publications, 2001, p 187,

Rs. 450.

Presenting a meaningful survey of development of education in India since 1800, the book focuses on post-independence period. It presents details of strenuous efforts made to restructure the educational system in order to meet the aspirations and needs of the people of India. The picture, undoubtedly, is of both light and shade of some outstanding achievements as well as dismal failures.

The book draws its material from more than one hundred reports of the committees and commissions and other educational documents. Comparative data on development of education of a number of countries have also been given to enable the reader to comprehend educational problems in a global perspective.

Rao, Digumarti Bhaskara; Latha, Digumarti Pushpa; and Harshitha, Digumarti (Eds), *50 Woman As Educators.* New Delhi, Discovery Publishing House, 2001, p 93, Rs 200.

The study reveals that

progress in women's empowerment is perceptible in all the E-9 countries except Nigeria. Many of these countries still believe that a woman's place is in the home. The educational level of parents, principally of mothers, helps in determining the educational achievements of their children. Evidence shows that the presence of woman teachers has a positive effect on enrolment. It is evident that higher level of educational development of girls and women ensures higher indices of female empowerment. Women are felt essential in bringing the fundamental institutions -- family, society and school -- closer together to achieve a relevant and lifelong education for all.

Reddy, M.V.Lakshmi. *Towards Better Practices in Distance Education.* New Delhi, Kanishka Publisher and Distributor, 2001, p 140, Rs 350.

The book is divided into ten chapters. Chapter 1, in fact, presents summary of different sections and chapters included in this book. Section I touches upon the changing status of teachers and academics in India, in general

and in distance education in particular. Chapter 2 throws light on the changing nature of academics and their emerging professionalism, with a focus on plagiarism. This chapter provides an insight into different types and degrees of plagiarism, professional manipulations and reproductions resorted to by both teachers and academics. Chapter 3 presents the prospects and retrospect of teachers and (other) academics in distance and open learning institutions in India, with special reference to the Indira Gandhi National Open university (IGNOU).

Section-II focuses on all

aspects of distance education. Chapter 4 specifically discusses the nature, type, timepoints of dropout among distance learners and the reasons for their dropping out as well. Chapter 5 is devoted to identification of qualitative and quantitative aspects and issues of programme delivery that require thorough consideration at different stages of development of the programmes. Chapter 6 attempts to present scientific approach to organising counselling for distance learners with a view to effectively addressing their real problem, felt needs, grievances, barriers, etc. Chapter 7 highlights the need for conducting feedback

and action research into distance education and action research into distance education, and identifies the priority areas thereof and the issues involved in so doing.

Section III, containing three chapters (chapter 8-10), places special focus on maximizing the out reach of distance education to cover hitherto unreached people and places. It is an undisputed fact that the failure of the conventional system in addressing the expanding and diversified educational needs, problems and demands of different sections of the society has led to the origin and growing importance of non-formal education system.

REGISTERED NEWSPAPER

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

TO



Nehru and Tagore National Literacy Awards Declared

Prestigious 35th Nehru Literacy Award and 15th Tagore Literacy Award for 2001 were announced on September 7, 2001 by the Jury appointed for this purpose by Indian Adult Education Association (IAEA), the oldest apex body in India working in the field of adult education since 1939.

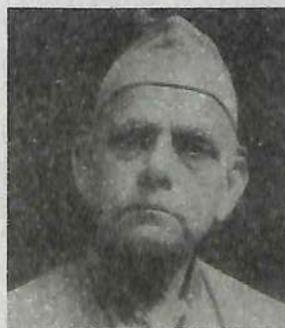
As per the jury's decision, this year's Nehru Literacy National Award has been conferred on



well-known educationist Prof. Nawal Kishore Ambasht, presently Chairman, National Open School, for his outstanding contributions in various capacities in adult education. Prof. Ambasht is particularly known for devising equivalency for adult education through a programme under "Open Basic Education for Adults"; and emphasizing good

parenting for promoting values among children. Prof. Ambasht has authored a number of papers and books on theory and practice of adult education. Besides working in the NCERT and teaching in Delhi University, he has been on several expert committees on adult education.

The Tagore Literacy Award for 2001 has been conferred on very well-known veteran educationist Shri Dayalchandra Soni, formerly of Vidya Bhavan Deemed University and Seva Mandir (both based in Udaipur, Rajasthan) for his pioneering work of spreading literacy, more



particularly among females, through use of local dialect (instead of standard Hindi), and insistence on charging of a nominal token fee from all adults joining literacy classes to impart

an element of seriousness to the whole effort. Both of these measures have shown very good results. In addition to his outstanding contributions in spreading literacy, Shri Soni has dedicated himself to authoring a number of standard works on adult education.

Each award carries a cash prize of Rs. 21,000, a shawl, a plaque and a citation which will be formally presented later on.

Office bearers of IAEA, on behalf of members of IAEA and readers of *IAEA Newsletter*, congratulate Prof. Ambasht and Shri Soni on winning the awards. ■

Annular Conference of IAEA

As announced in the last issue, the 50th All India Adult Education Conference is scheduled to be held during December 19-22, 2001 at Shegaon (Maharashtra). The theme of the Conference is "1991-2001 A Decade of Literacy : Role of State and Civil Society". Shegaon station is located on Kolkata-Mumbai main railway line (via Nagpur), 45 kms from Akola; and 50 kms from Akot on Ajmer-Purna MG main line. ■

PM Addresses International Literacy Day (ILD) Function

Shri Atal Bihari Vajpayee, Prime Minister of India--while addressing the 35th International Literacy Day function in Vigyan Bhawan, New Delhi on September 8 -- gave a call to convert literacy programme into a 'movement' and to move ahead from literacy to education, especially in areas of science and technology. He observed, "while literacy is the first step, it is necessary to link it up with education". In order to complete the first step quickly, he appealed to all sections of society, particularly teachers and NGOs, to put in best effort to make each and every Indian literate. According to him, "it is a national commitment and social organisations can contribute immensely towards this goal".

While lauding efforts of National Literacy Mission (organiser of the function) for making significant progress in country's literacy rate, particularly during the last decade, Shri Vajpayee called for greater thrust by NLM on female literacy to fill up the gender gap. He also suggested to make special effort to cover children living in urban slums and those belonging to disadvantaged sections of the society.

Shri Vajpayee was happy to acknowledge that while in 1991, 20 states in India had less than 50 per cent female literacy, today we have only six states having less than 50 per cent female literacy. Despite these strides in the fight against illiteracy during the 90s, Shri Vajpayee observed that there was still much to be done to attain universal education. He cited the cases of

our neighbours--Sri Lanka which has male literacy rate of 93 per cent and female literacy rate of 87 per cent and Bangladesh which has also made considerable progress in literacy. He suggested adoption of flexible timings to suit special requirements of children to enable them to attend schools.

Besides hoping to introduce in winter session of Parliament the long-awaited Bill on Right to Education, Dr. Murali Manohar Joshi, in his key-note address, recounted progress of NLM, which at present cover 574 districts. He specially mentioned in this regard reduction in the number of illiterates by three crore and 20 lakh in the last decade, and 14.87 per cent growth in female literacy during the period.

Dr. Joshi observed that Post-Literacy and Continuing Education programmes have been launched to ensure that the neoliterates do not lapse into illiteracy. Besides the government is also making efforts for use of new technologies, information technology and computer science in particular. He also cited the development of Simputer, a hand-held simple computer, which can be easily used by common people for a variety of applications. He was hopeful that Simputer would be useful in panchayats and rural schools among many others.

Prof. Rita Verma, Minister of State for Human Resource Development, while complimenting the NLM for its efforts, referred to the challenge of generating employment opportunities for the neo-literates.

Earlier, in his welcome

address, Shri B K Chaturvedi, Secretary, Department of Elementary Education and Literacy, outlined the growth of NLM and said that the NLM was now identifying low literacy pockets in the country.

Shri Jagan Mathews, Joint Secretary and Director of NLM, proposed a vote of thanks.

Besides the addresses, the following formed part of the national level function: (1) Presentation of two special publications -- *Literacy Empower the Indian Women*, and *Literacy Facts at a Glance* -- to the PM by Shri Jagan Mathews and Mr. M. Tawfik, Director and UNESCO Representative to India; (2) Distribution of prizes to winners of National Poster and Photo Competitions by Prof. Rita Verma; (3) Presentation of NLM-UNESCO Award 2001 by Dr. Murali Manohar Joshi; (4) Honourable Mention of UNESCO-NOMA Award for Literacy to Mahila Samakhya by Dr. Murali Manohar Joshi; (5) Presentation of Satyen Maitra Memorial Literacy Award 2001 by Shri Atal Bihari Vajpayee; (6) Presentation of special awards for 'Decadal Achievement in Literacy', 'Decadal Achievement in Female Literacy', and 'Certificate of Appreciation' by Shri Atal Bihari Vajpayee; and cultural programme. ■

Message of UN Secretary General on ILD

Mr. Kofi Annan, United Nations Secretary General, gave the following message on International Literacy Day on September:

"On International Literacy

Day, we celebrate the importance of literacy as an agent of empowerment in the lives of people everywhere, and its central role in the promotion of development, tolerance and peace. It is an opportunity to reaffirm our commitment to education as a decisive weapon in the fight against poverty and precariousness.

"There can be no doubt about the value of investing in literacy. The gains are outstanding not only in economic terms -- an educated workforce is a more productive workforce -- but also in social and cultural terms. Literacy is one of the foundations of citizenship. A literate person is one who can break down more effectively the barriers of obscurantism and prejudice. Educated parents have healthier children, who are more likely to stay in school longer and learn more effectively. Thus, literacy is a prerequisite for the success of our efforts on all fronts.

"We have made significant progress in recent years. The adult illiteracy rate has declined steadily; the percentage of primary school enrolment has increased. But we must do even better. There are still approximately one billion illiterate adults in the world today. Among the 88 million out-of-school children who lack basic reading ability, two-thirds are girls. The gap between those who have access to the uses of literacy, including the Internet, and those who do not is growing wider.

"These challenges require a renewed vision and strengthened commitment to

(Contd. on page 6 col 3)

Education for All to Cost Rs. 47,000 Crore

Dr. Murali Manohar Joshi, Union Minister for Human Resource Development, leading an Indian delegation to a ministerial review meeting of Group of Nine Countries on Education held at Beijing, observed on August 23, 2001 that India would require an additional Rs. 47,000 crore over the next 10 years to achieve the goal of Education For All. Nearly Rs. 40,000 crore will be required to ensure that all children in the age group of 6-14 years get eight years of free elementary education by 2010. Another amount of Rs. 7,000 crore would be needed in the next five years for the country's adult literacy programme targeting the 15-35 age group.

Dr. Joshi has observed that gender disparity in education was the foremost challenge that the country is facing. According to him, "while three-fourths of our male population is literate, nearly half of the female population continues to be illiterate". Dr. Joshi said that despite witnessing a downward trend, disparities persist in enrolment of boys and girls in elementary schools and these gaps will have to be closed to attain Education For All on girls education.

Dr. Joshi said that India has set for itself a goal of achieving a sustainable threshold level of 75 per cent literacy by 2005. The *Sarva Shiksha Abhiyan* was aimed at providing good quality elementary education. This is the country's flagship programme aimed at universal elementary education in eight years by 2010

--a goal which the country has set for itself ahead of the Education For All target by 2015.

On India's achievements in the field of literacy, Dr. Joshi observed that India has made significant progress since Independence and literacy rate has gone up from 18 to over 65 per cent. The 2001 census showed that for the first time since Independence, there has been a decline in absolute terms in illiterate population by about 32 million. The gap in the male-female literacy rate has also been reduced from 24.84 (in 1991) to 21.70 per cent (in 2001). The number of schools has grown fourfolds from 0.23 million to almost a million, while the number of teachers has grown from 0.6 million to over 3.2 million, the Gross Enrolment Ratio in Indian schools has gone up from 43 in 1951 to 95 per cent. More significantly, the Gross Enrolment Ratio for girls has gone up from 25 to 85 per cent in the same period, bringing down the gender gap substantially. ■

NLM-UNESCO Award for Literacy

Dr. Murali Manohar Joshi, and Mr. M. Tawfik, Director and UNESCO Representative to India, presented on September 8 at New Delhi the NLM-UNESCO Award, 2001 to Mysore-based State Resource Centre, the Jan Shikshan Sansthan of Koimbatore and the J&K Destitute and Handicapped Welfare Association.

These three non-

governmental organizations have been honoured for their contribution to literacy and adult education programme. ■

Satyen Maitra Memorial Award 2001 to Maharashtra Districts

Shri Atal Bihari Vajpayee, Prime Minister, during ILD function, awarded Satyen Maitra Memorial Literacy Award 2001 to Bhandara and Yavatmal Districts of Maharashtra for Total Literacy Campaign, and Post-Literacy Programme respectively.

The award for Bhandara district was received by its Collector, Shri RV Bhavre and that for Yavatmal by its Collector Shri VS Kharage. The award was instituted in 1996 and is given to best performing districts implementing TLC and Post-Literacy Programme. ■

Decadal Achievement Award for Female Literacy to Madhya Pradesh and Chhatisgarh

Shri Vajpayee conferred Decadal Achievement Award for Female Literacy to Madhya Pradesh and Chhatisgarh for exemplary performance in female literacy.

Madhya Pradesh has been chosen for the award for having achieved an increase of 20.93 per cent in female literacy in the last decade. The award was received by five women Gurujis and the State's Education Minister, Shri Indrajit Kumar.

The women Gurujis, Ms. Salma Rani, Ms. Ashish Tyagi,

Ms. Pushpa Pal, Ms. Parveen Bano, and Ms. Sushila Ahirwar are active literacy workers of the state's adult literacy campaign called *Padhna-Badhna Aandolan*.

Madhya Pradesh has posted an unprecedented increase of 20 per cent points in literacy level for the last decade. As per the provisional figures of census report for 2001, the literacy level in Madhya Pradesh has gone up from 44.67 per cent in 1991 to 64.11 per cent in 2001. The male literacy has increased from 56.64 per cent in 1991 to 64.11 per cent in 2001. The male literacy in Madhya Pradesh is now above the national average. The female literacy rate in Madhya Pradesh has bounced from 29.35 per cent in 1991 to 50.28 per cent in 2001.

Madhya Pradesh has condensed the development of three decades into one decade. In the three decades preceding 90s (1961 to 1991) female literacy grew by 20.47 per cent while in the 90s it grew by 20.93 per cent. Although the rate of increase in female literacy has been the highest in Chhatisgarh during the last decade, yet the major credit for this goes to Madhya Pradesh as Chhatisgarh was a part of Madhya Pradesh till October 2000, said a release. ■

Decadal Achievement and Maitra Awards for Literacy to Rajasthan

Shri Vajpayee awarded to Rajasthan the Decadal Achievement Award 1991-2001 for outstanding contribution to literacy during the decade and making special contribution in female literacy. Also the prestigious

Satyen Maitra Memorial Literacy Award 2000-2001 was awarded to district Jaisalmer of Rajasthan for Total Literacy Programme and to district Dausa of Rajasthan for Post-Literacy Programme.

Rajasthan's Education Minister Shri CP Joshi received the award, which included a shield and a citation.

District Collector for Jaisalmer, Shri Kuldeep Raka, received the award for remarkable achievement in TLC; and District Collector of Dausa, Shri Abhay Kumar for achievement in Post-Literacy Programme. This award also included a shield and a citation.

Rajasthan's Minister of Education, Shri Joshi told on the occasion that the statistics obtained from census 2001 clearly show that the literacy rate, which was 38.55 per cent in 1991, in Rajasthan had increased to 61.03 per cent in 2001. The male literacy rate of 76.46 per cent in Rajasthan was even higher than the national average of 75.33 per cent in 2001. However, the achievement in the field of female literacy was even more outstanding in Rajasthan. Shri Joshi said that while the female literacy was 20 per cent in 1991, it had increased to 44.93 per cent in 2001. The number of illiterates had also decreased during the said decade from 2 crore 16 lakhs in 1991 to one crore 80 lakh in 2001 in spite of increase in population.

Union Minister for Human Resource Development Dr. Murali Manohar Joshi also awarded prizes to the winners of the National Poster and Photo Competitions. ■

Certificates of Appreciation Awarded to Six Districts

Shri Atal Bihari Vajpayee awarded Certificates of Appreciation for efforts in the field of literacy to six districts of the country.

These districts are Chitrakoot in Uttar Pradesh, Sonapur in Orissa, Ri Bhoi in Meghalaya, West Godavari in Andhra Pradesh, Hazaribagh in Jharkhand, and Kaimur in Bihar. ■

Distance Education Gaining Popularity in Haryana

With the advent of computer era, professional courses of Haryana Universities through distance education mode are gaining popularity.

Encouraged by the response to these courses, particularly computer courses, three universities -- Maharshi Dayanand University, Kurukshetra University and Guru Jambheshwar University -- plan to introduce new courses to provide greater options to candidates.

Four new courses launched in January by MD University, Rohtak, are: Advance PG Diploma in Computer Application (PGDCA), Advance Post Graduate Diploma in Information Technology (APGDIT), M.Sc. (Computer Science), and Bachelor in Computer Application (BCA).

Guru Jambheshwar University plans to start six new courses through distance education, including MA in Insurance, PG Diploma in Environmental Management, PG Diploma in

Website Content Development and Cyber Journalism, BCA, BISC, Advance Diploma in E-Commerce and Diploma in Emerging Areas of Science and Technology Management.

Kurukshetra University, the oldest of the three, has launched maximum courses in distance education mode. The university is running at least 48 courses of one, two and three-year duration, including professional courses in the field of computer, management, finance, marketing, tourism, hoteling, journalism, library and information science.

Seven new courses to be introduced from 2001-2002 academic session include PG Diploma in Business Laws and Practice; PG Diploma in Copyright, Patent and Cyber Laws; PG Diploma in Computer Teaching; PG Diploma in Computer Science (Software); M.Sc Computer Science (Software); Master of Mass Communication; and MA/M.Sc Geography (2-year). ■

IT Literacy for Teacher Educators

The National Council for Teacher Education (NCTE) has made Information and Communication Technology literacy a compulsory component of the secondary pre-service teacher education to equip the students of B.Ed., B.P.Ed.; and M.Ed. and M.P. Ed. to prepare lesson plans in multimedia, accessing on-line and off-line resources, document creation and communication using E-mail. To help teacher educators become IT literate, the NCTE has developed a self-learning CD-

ROM with English and Hindi commentaries. In addition, NCTE has also produced several other CD-ROMs, particularly for education in human values.

The NCTE is organising Information and Communication Technology Literacy camps for teacher educators. ■

Planning Commission Concerned on Andhra Literacy Effort

The Planning Commission has expressed concern over Andhra Pradesh's literacy rate, which is substantially lower than the national average, and over the rate of infant mortality, which is considerably higher than the national average.

These issues were discussed by Planning Commission's Deputy Chairman, Dr. KC Pant on August 10 at New Delhi with Andhra Chief Minister, Shri Chandrababu Naidu.

Consequently, the Planning Commission reduced the Plan outlay of Rs 8991.02 crores, presented by Shri Naidu for the year 2001-02, to Rs 8375 crore. ■

Seminar on Emerging Trends in Continuing Education

A one-day seminar on the theme was organised in July 2001 at Kerala Hindi Prachar Sabha auditorium, Thiruvananthapuram by Kerala State Unit of IAEA.

Advocate A Nafeesath Bivi, Member, Vanitha Commission and former Deputy Speaker, inaugurated the seminar. Dr. K. Sivadasan Pillai, Chairman, Kerala State Branch of IAEA, moderated the discussion.

Papers on the theme were presented by Prof. Gopakumar, Director, State Resource Centre, Thiruvananthapuram; Dr. Raju Mavunkal, Assistant Director, K S L M A ; Dr. B Vijayakumar, Director, CACEB, Kerala University; and Dr. V. Reghu, Secretary, IAEA Kerala Branch.

Dr. A Muraleedharan Thampi welcomed the gathering and Dr. Kamini

proposed a vote of thanks. The proceedings along with specific recommendations of the seminar to the State Government were submitted to Advocate Nalakantha Soopy, Minister for Education in the State Government for further action. A follow-up seminar has been planned for October 2001 inviting a large audience from different sections of the society and NGO representatives. ■



Advocate Nafeesath Bivi, Member, Vanitha Commission and former Dy. Speaker inaugurates the seminar on Emerging Trends in Continuing Education. Seen on the dais are: Dr. AM Thampi (Vice Chairman), Dr. KC Pillai (Chairman), Dr. V Reghu (Secretary) and Dr. Raju Mavunkal (Assistant Director, KSLMA).

Rajasthan's 9-Point Programme on Education

The State Government announced on August 8, 2001 at Jaipur its 9-point programme, including a new scheme on elementary education known as *Shiksha Aap Ke Dwar* (SAKD) (education at your door steps) to be launched on November 14. The government has also offered fresh incentives to schools, teachers, panchayat bodies and NGOs to help the state achieve its targets in literacy and elementary education.

The decisions were taken in the first meeting of the newly constituted Rajiv Gandhi Literacy Mission (RGLM), presided over by the Chief Minister, Shri Ashok Gehlot. The RGLM has also decided to further promote the Rajiv Gandhi Jubilee Pathshalas. These Pathshalas started by the present government have seven lakh children on their rolls. Planning Commission had given Rs. 25 crore for the project last year.

The RGLM has decided that *Shiksha Sahyogis* or the teachers who are in-charge of *Rajiv Pathshalas* could be regularised

at the end of the fifth year if found satisfactory. After regularisation, they would get the status and pay of Grade III Teachers. The Mission cleared the proposal for annual incentive of Rs. 200 to each *Shiksha Sahyogi* to add to his/her present fix monthly remuneration of Rs. 1,200.

The *Shiksha Sahyogi*, who joined the RGSJ Pathshala at the time of their inception would be given Rs. 400 in September next when they complete two years in service. Those who joined the Pathshalas the previous year would get Rs. 200.

Taking stock of the literacy scene in the state, Shri Ashok Gahlot felt that the task of educating 23 lakh children in the (TLC) 6-14 age group would surely seem stupendous but not impossible. Politicians, MPs, MLAs, intelligentsia, retired teachers, and media could help create a positive atmosphere among the parents and children towards education, he said.

According to Shri Gehlot, *SAKD* scheme envisaged fixing

target groups, involving teachers in a way. It was also decided that confidential reports of teachers should be prepared on the basis of fulfilment of targets of enrolment and literacy.

The state government has also instituted state-level awards for efficient implementation of *SAKD* programme, under which one school from each of the 237 panchayat samities would be given Rs. One lakh a year for its performance. Each year one selected teacher from each of the Panchayat Samities could be awarded Rs. 5,000. Besides one gram panchayat and one educational NGO from each district would be provided cash incentive of Rs. One lakh for good work. ■

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Message of UN

literacy. On International Literacy Day, let us recognize that education is fundamental to all our endeavours. Let us recommit ourselves to the cause of literacy for all. Let us pledge that this new century will witness the eradication of illiteracy". ■



DOCUMENTS

Rao, Digumarti Bhaskara Ed. *World Conference on Education For All*. New Delhi, A.P.H. Publishing Corporation, 2002, p.379, Rs. 995.

The book contains three monographs developed on the basis of papers, statements and audio-visual materials presented during the thematic Ground Tables supplemented with ensuing discussions. These monographs are intended to complement the Final Report of the Conference and background document entitled *Meeting Learning Needs: A Vision for the 1990s*. These monographs constitute Parts 2, 3 and 4 of the book while the full text of the Final Report of the World Conference constitutes Part 1.

The first monograph (part 2) deals with the purpose and context of basic education, starting with the basic learning needs which education must meet. These include the essential learning tools, such as literacy, numeracy and problem-solving skills, as well as the knowledge, attitudes and values needed by human beings to survive and to function effectively in their societies. As individuals grow older and as societies evolve, these learning needs change. So 'Education for All' must be viewed in the context of life-long learning and human development. The first monograph also explores the interplay between the education

process and culture, including the complex issues associated with language. It considers the implications of new and broader concepts of literacy in designing strategies to reach adult learners.

The second monograph (Part 3) elaborates the live components of the expanded vision of basic education by discussing the key problems that need to be addressed and providing selected examples of possible solutions and approaches. It then deals with two interrelated aspects of enhancing the environment for learning, that is early childhood care and education; and health and nutrition. Distance education and non-formal programmes for youth and adults are discussed in connection with broadening the means and scope of basic education. Strengthening partnership, the fifth component of the expanded vision, is examined from several angles, with an emphasis on the need to encourage and facilitate the participation of families, communities and other actors in the provision of basic education.

The third monograph (part 4) deals with the requirements to provide 'Education for All' -- how to turn the expanded vision and the renewed commitment emphasised at Jomtien into an effective reality. Four interrelated themes examined are: developing a supporting policy context; mobilizing resources; building national technical capacity; and strengthening

international solidarity. The monograph considers how a broad range of personnel, especially those at grassroots level, can be empowered to provide basic education. The involvement of parents' communities and non-governmental organizations in designing, providing and supporting basic education is discussed.

Nihal Singh, Sukanya. *Prospectus for Women's Empowerment; Dynamics of Enablement*. New Delhi, Commonwealth Publisher, 2001, p. 337, Rs. 700.

The book attempts to cover the key areas of women's development, i.e. economic emancipation, enabling environment, legal framework, security of family and property, and the principle of equal opportunity. The focus is on development parameters which include and allow for the gender factor at all levels of socio-economic initiative, in order to bring women into the mainstream of development.

Pruthi, Rajkumar, Rameshwari Devi and Pruthi, Romila ed. *Education, Employment and Empowerment of Women*. Jaipur, Mangal Deep Publications, 2001, p. 248, Rs. 595.

In view of the pressing need for social planners, governmental agencies, and NGOs to understand and encourage empowerment of the Indian women, the authors discuss in the book concerns of education, employment and empowerment of

women in India. For all this to take place, education is a primary requirement. With education comes employment and with that comes freedom--economic freedom--which is the basis on which the edifice of empowerment is to be built.

The book highlights women's achievements in India and directions in which it needs to proceed for further improvement which is an imperative need. Development of the nation's women folk automatically ensures the progress of the nation. This comprehensive book has immense value for educational

planners, social welfare agencies, health institutions and all those genuinely concerned with the betterment of our women and thereby the Indian Society.

Lal, Prem Chand, *Reconstruction and Education in Rural India*, New Delhi, Mohit Publications, 1998, p.262 Rs.550.

Of the fourteen chapters that the book comprises, first two are devoted to the problem of rural reconstruction and origin and history of Viswa-Bharati and the institutions of Santiniketan and Sriniketan. Chapter three is on Sriniketan's Institute of Rural

Reconstruction. Chapters four and five discuss the activities of the institute and the rural experimental school. Chapters six and seven are on evaluation of the activities of Viswa-Bharati and of the Institute of Rural Reconstruction and rural elementary school. Chapter eight is on the scout movement. Chapters nine and ten are on the education of adults and the education of women and girls. Chapter eleven is on vocational training at the Institute of Rural Reconstruction. While Chapter twelve describes vocational training, the last chapter is on training of teachers and community leaders.

REGISTERED NEWSPAPER

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

TO



First Welthy Fisher Memorial Award to IAEA

India Literacy Board presented on September 16, 2001 at Lucknow, the First Welthy Fisher Memorial Award 2001 to Indian Adult Education Association for "its glorious, pioneering and outstanding contribution to adult education and for its sincere efforts towards accelerating adult education as a process, programme and a movement", said the Award citation. According to the citation, the IAEA is "known in India and the World over for its vision and mission for improving the quality of life through education as a continuous and life-long process".

Besides tracing IAEA's origin, role and functions, the citation also acknowledges and appreciates IAEA as a major national NGO with a rare distinction of promoting national and regional voluntarism in accelerating the pace of literacy effort and promoting organisational management in this field for effective monitoring of performance, and assisting government in taking appropriate policy decisions pertaining to literacy, post-literacy, and continu-

ing education.

The Award carries a memento, and a citation. ■

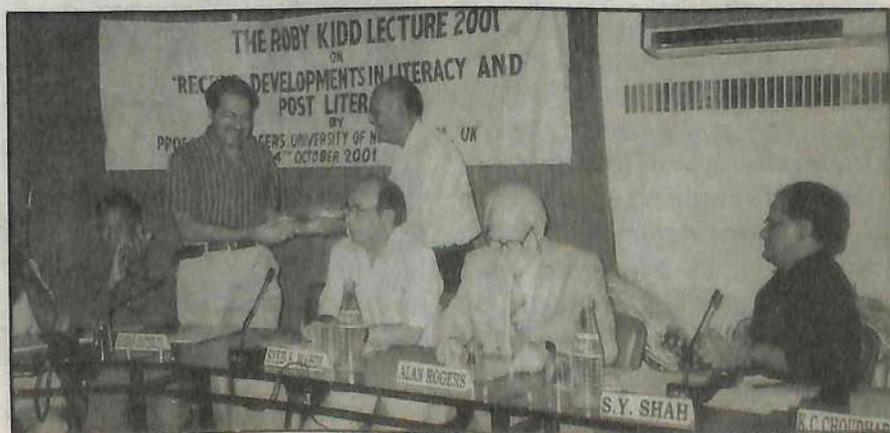
Roby Kidd Lecture on Literacy & Post Literacy

Prof. Alan Rogers, Professor Emeritus, University of Nottingham, UK, an internationally acknowledged authority on adult education, delivered the second Roby Kidd Lecture on "New Thinking on Literacy and Post-Literacy From An International Perspective", (a slightly rephrased version of the original theme) at India International Centre, New Delhi, on October 4, 2001 at 7.00 p.m. The lecture event was jointly

organised by IAEA and Indian Council of Social Science Research.

Prof. Rogers critically examined the traditional concepts and notions on literacy from the following angles: (1) Role of literacy in development, (2) Access to literacy, (3) Revising objectives of literacy and measuring success of literacy, and (4) Redefining post-literacy.

He questioned the validity of considering literacy essential for development in view of the fact that 900 million non-literates of the world even today keep participating in development. Citing example of a sewing class, he observed that insistence on



Prof. Alan Rogers flanked by Prof. SY Shah on his left and Prof. Syed S Mahdi on his right in the lecture session. Shri Bhaskar Chatterji receiving a bouquet is seen between Prof. Mahdi and Prof. Ambasht

'literacy first' turns out to be a major obstacle in imparting sewing skills among illiterate women. He also observed that creating awareness is not literacy as the essential component of literacy is interpretation of written text.

He argued the case of moving away from the traditional concept of literacy and instead having a mixed group of people with varying literacy levels in a literacy class to help them learn from each other or developing critical literacy (through encouraging expression of critical opinion on any object of common interest by the group members) or helping develop horizontal learning. The lecture was followed by a question-and-answer session.

Earlier, Prof. Syed Shahid Mahdi, Vice-Chancellor, Jamia Millia Islamia University, gave his presidential address wherein he lauded the contribution of State Resource Centre located in his university and that of Adult Education Department in his university, the latter has been active since 1920. Prof. Mahdi, however, lamented the neglect of extension education over the decades in the scheme of education.

In the beginning of the lecture programme, Prof. SY Shah of Jawaharlal Nehru University gave introductory remarks highlighting contributions of Prof. Roby Kidd's outstanding contribution to adult education and Indo-Canada cooperation. He also spoke about Prof. Roby Kidd's long and intimate association with India's leading figures and agencies engaged in

adult education and India's efforts in adult education till his sudden demise in 1966.

Shri Bhaskar Chatterji, Member-Secretary of ICSSR, gave the welcome address wherein he stressed the need for research in the field of adult and continuing education assuring funding of projects on such themes from ICSSR. He also proposed a vote of thanks.

The lecture was attended by over 50 experts working in the field of adult and continuing education in India. ■

National Health Policy to Focus on Health Education Linked PHCs

Union Minister for Health and Family Welfare, Prof. CP Thakur, released the draft of National Health Policy 2001 in New Delhi

on September 4, 2001. Releasing a new national health policy document after a gap of 18 years, Prof. Thakur observed that the major focus in the new policy would be on strengthening the Primary Healthcare Centres (PHCs).

As per provision in the new policy, a phased and time bound programme will be formulated to set up a well dispersed network of comprehensive PHCs linked with health education designed in the context of the ground reality that elementary health problems can be solved by the people themselves.

Prof. CP Thakur stated that the national health policy envisaged medical care for the poorest of the poor and a two-tier urban primary health care structure with appropriate population norms. ■

Prof. Rogers Visits IAEA

Prof. Alan Rogers, Professor Emeritus, University of Nottingham, UK, an internationally

October 4 and held detailed discussion with office bearers and functionaries of IAEA on India's Literacy and post-literacy programme and IAEA's role and contribution therein. He also



Prof. Alan Rogers discussing an important point in his discussion at IAEA with the office-bearers and senior functionaries of IAEA.

acknowledged authority on adult education, visited IAEA on

evinced keen interest in IAEA's activities. ■

Elementary Education as a Right and a Duty

The Union Cabinet decided on September 18 to introduce a fresh Constitution Amendment Bill seeking to make elementary education a fundamental right while making it a fundamental duty of every parent/guardian to provide opportunities for education to all children in the 6-14 age group.

To be introduced in Parliament in its winter session, the 93rd Amendment to Indian Constitution replaces the 83rd Constitution Amendment Bill (which sought to provide free and compulsory education to all children in the same age-group), introduced in 1997 by the United Front Government, which is pending for Rajya Sabha's approval at present.

The Group of Ministers at the Centre has already cleared the 93rd Amendment Bill which incorporates suggestions made by the Parliamentary Standing Committee to which the earlier Bill was referred in November 1997.

While retaining the suggestion of the 83rd Amendment Bill to introduce a new Article 21 A - which will provide as follows: "The State shall provide to all children of the age of six to 14 years in such manner as the State may, by law, determine" -- the fresh Bill seeks to redraft Article 45 instead of omitting it as was suggested in the earlier Bill.

The decision to redraft Article 45--which pertains to the Directive Principles of State Policy and commits the State to endeavour to give early childhood care

and education to all children until they complete the age of six years and provide free and compulsory education to all children up to the age of 14 -- has been taken in view of the fact that its omission ignored the early childhood care and education needs of children. ■

Education not at the Cost of Human Development

Prof. Ritu Verma, Union Minister of State for Human Resource Development, while speaking in a Conference on "Challenges of Grassroot Government" organised at Agra by the National Media Centre in collaboration with Dr. BR Ambedkar University, observed on September 15 that it was wrong to state that the Union Government was concentrating only on economic development and was ignoring aspects of human development in the spread of education at the grass-root level.

Prof. Verma also informed the Conference participants about the Union Government's commitment to table a Bill in the winter session of Parliament to include the right to education among the fundamental rights. ■

Women in Education Management

To mark the year 2001 as the 'Year of Women's Empowerment', the Department of Educational Administration, M.S. University of Baroda is organising a National Seminar on "Women in Educational Management: Vision and Action" on November 5 and 6, 2001 at Vadodra. It is being

organised under the joint auspices of DRS/University Grants Commission.

Objectives of the Seminar are: (1) To deliberate on the barriers faced by women educational managers at higher education level; (2) To discuss different strategies for empowering women educational managers through training, mentoring IT and ICT; and (3) To take cognizance of success stories of women educational managers.

The Seminar aims at providing a platform to women educational managers in the form of networking. This network will provide continuous support to women academic managers and promote research activities in the same area. The papers presented in the Seminar will serve as a basis to prepare training modules/materials for prospective women administrators.

Those interested in participating in the seminar may contact the Director of the National Seminar and Head, Department of Educational Administration, Faculty of Education and Psychology, M.S. University of Baroda, Vadodra-390 002, Phone: 0265-795630/793784 (O), 781027 (R), E-mail: dea_fep@sify.com, TeleFax: 0265-793784. ■

IBM to Train IP University Teachers and Students

As per a Memorandum of Understanding signed between IBM India and Delhi-based Indraprastha University, the IBM will impart free IT software training to the students and teachers of IP University.

Under the programme, apart

from providing students the opportunity to gain skills in IBM software used by various business, scientific and industrial houses around the world, the IBM India would also allow students to take up IBM's certification tests to enhance their global employability. The arrangement augers well as with training of faculty by IBM, the students will also be able to fully utilise the state-of-art training. ■

Value Oriented Teaching

The Confederation of Indian Teachers of Universities and Schools (a body of over 20 lakh teachers), in its recent meeting, has stressed on value-oriented teaching.

According to Shri PP Kathuria, President of the teachers body, time has come when the teaching fraternity should rise to the task of taking India to great heights. He opposed forced deployment of teachers in activities like carrying ballot boxes in elections and attending to enumeration of census, as to him, these reduce the status of a teacher to that of a labourer. ■

Seminar on Women Education

Delhi University's Department of Adult, Continuing Education and Extension, organised a seminar and a youth meet recently to observe International Literacy Day on Women Education and Development.

Dr. DD Aggarwal, seminar

convenor, introduced the seminar topic highlighting progress regarding women's employment and status of women since independence in India, which was restricted only to urban areas, and was not visible in rural areas. According to him, increase in: age of marriage, enrolment in educational institutions, and adoption of family welfare measures are some indicators of women development.

Prof. TKV Subramaniam, Dean, Faculty of Social Science, University of Delhi, described 21st Century as Post-patriarchal Era, where dominance of the male is being replaced by equality among sexes. He opined that some emerging issues like the right to education, safety, employment and living with dignity have to be addressed particularly for women. He emphasised eradication of discrimination on account of sex in this year of women's empowerment.

Smt. Suchitra Gupta, Deputy Dean, Cultural Council, Delhi University, emphasised the need for participation in cultural activities by young girls in schools and colleges.

Smt. Anjali Rai, Chairperson, Delhi Mahila Aayog, the chief guest, lamented ignoring of women's contribution and sacrifice in freedom struggle and stressed the need for women's involvement in all spheres of life. To her, women's participation in local self-government was a positive development.

Smt. Bimla Manchanda, Joint Secretary, All India Committee for Education for Illiteracy Among Women was happy to note increasing enrolment of girls in

schools and hoped that educated women would ensure empowerment of female members of their family.

Dr. BP Mohanty, while presenting a vote of thanks, hoped that better health and nutrition facilities would result in better status of women. ■

SC on Non-Implementation of PNDT Act

The Supreme Court of India reprimanded all those states of Indian Union which have failed to implement the provisions of Pre-Natal Diagnostic Test (Regulation and Prevention of Misuse) (PNDT) Act, 1994.

Since the states have not done enough to prevent the scourge of female infanticide, the male-female sex-ratio in the age-group of zero-six, as shown in the latest census report, has sharply fallen. The very fact that even simple measures like registration of ultrasound machines by State Government have not been implemented even after five years of enactment of PNDT shows the insensitivity that prevails in these states towards gender issues. These states are also yet to appoint officers to detect clinical malpractices in this regard and submit their reports.

Although the issue of empowerment of women has been privileged in many ways in academic and semi-academic discourses, yet the reality on ground illustrates how the project of ensuring gender equality is restricted to urban areas only. ■

International Literacy Day at Tirupati

The Department of Adult Education & Continuing Education, SV University, in collaboration with Rural Institute for Social Education (RISE) (a voluntary organisation), conducted at Tirupati on September 8, 2001 day-long series of activities, such as rallies, processions, individual contacts, group meetings, medical camps, etc., followed by public meetings in villages of Cherlopalli, Perumallapalli, Kaluru Harijana-wada and Yanadi colony of Chandamamapalli of Tirupati rural mandal to mark the International Literacy Day. Prior to these activities, the Department brought out a pamphlet entitled "Antharjathiya Akshara Syatha Dhinostavam" explaining importance of International Literacy Day, and giving present and proposed activities of the Department to mark the Literacy Day. ■

Centre May Amend Laws to Check Foeticide

Union Health Minister, Prof. CP Thakur, while inaugurating a two-day Health Mela at Moga (Punjab) on September 16, observed that, concerned over growing cases of female foeticide, the Union Government is likely to bring in an amendment in the existing laws to check the menace.

He said that under the new legislation, steps will be taken to ensure that all the ultrasound clinics in the country do get themselves registered. Prof. Thakur also said that the Ministry was

working on a plan under which every MBBS doctor would be required to serve for at least two years in the rural areas after getting his degree. ■

International Literacy Day at Nagarjuna University

Nagarjuna University's Department of ACEEFO organised International Literacy Day function at BBH College, Vetapalam in Prakasam District of Andhra Pradesh on September 8, 2001.

The function was addressed by Shri D. Rama Naidu, Member of Parliament; and Dr. M. Koteswara Rao, and Dr. (Mrs.) Syama Thirumurthy, both from Department of ACEEFO of the University.

An Essay Writing Competition for degree college students was also organised on the same day at Sriji College, Ongole. The theme of the competition was "Literacy Improvement--Your Perspective". In all 127 students participated in the competition. ■

Awadh Vishwavidyalaya Celebrates Literacy Day

Department of Adult, Continuing & Extension Education of Dr. Ram Manohar Lohia Awadh Vishwavidyalaya (Faizabad) organised International Literacy Day Function at Sarvajanic Vidya Mandir, Abanpur, Saroha, Hanumant-nagar in Masaudha Development Block on September 8, 2001.

The function comprised a literacy rally, lead by Prof. PP Singh, Director and Head, Department of Adult, Continuing

Extension Education of the University, and Shri AK Singh, Planning Officer. The rally, with students and teachers raising pro-literacy slogans ("Andhkar Ko Kyon Dhikkaren, Achcha Hai Ek Deep Jalayen", and "Padhi Likhi Ladki, Roshni Hai Gharki") traversed different roads of Hanumatnagar, and culminated at the site of the function where a seminar on literacy was organised.

Coordinated by Shri AK Singh, the seminar was addressed by Prof. PP Singh. Dr. Sundar Lal Tripathi proposed a vote of thanks.

The seminar was attended, among others, by Vice-Principle of the Vidyalaya. Shri Nagendra Prasad Misra, and teachers Shri Dharmendra Pandey, Ramakant Bharti, Brijesh Saini, Paras Nath Pandey, and Smt. Meena Pandey, and Shri Dayabhan Singh, Extension Assistant. ■

IGNOU Initiatives in North-East

Through bringing out a status report entitled, *IGNOU's New Initiatives in North-East*, Indira Gandhi National Open University (IGNOU) has identified certain areas in the north-eastern region of the country for its development through appropriate educational programmes.

As stated in the report, IGNOU has eight regional centres located in Agartala, Aizwal, Imphal, Kohima, Shillong, Itanagar, Guwahati and Sikkim; 60 study centres situated in all seven States of

north-east; and 16 Women Empowerment Project Centres. These centres will be used by IGNOU to embark on the task of developing the north-east.

Catering to an immediate need of awareness generation programme on legal literacy, as most of the women are not literate, women producers have been identified to make video programmes relevant to the requirement of the target audience.

To make art and craft of the area useful for marketing, short-term training programmes are being planned to develop marketing of these products to provide the underprivileged sections of the society with opportunity to improve their life styles. The areas where a lot of work can be done are textile, pottery, folk and classical painting, basket weaving, printing and metal works. Once professional training is given to develop these arts, they can be used to export the products manufactured in international market. The local material can be used for making textile and dress designing.

Community centres are to be established at 16 centres under the project of satellite connections. These centres will be controlled by women, for which they will be given special training. The IGNOU is also planning to develop energy parks at these community centres with assistance from the Ministry on Non-conventional Energy Resources. The centres will also provide basic training in computers. ■

Workshop on Stress Free Life

Department of Adult, Continuing Education & Extension, Panjab University, Chandigarh, organised a two-day workshop on "How to Lead Stress Free Life" for Police Officers on September 25-26, 2001, at the ICSSR complex at Chandigarh.

The workshop was inaugurated by Shri Baldev Singh, Superintendent of Police, UT, Chandigarh.

Dr. Ajaib Singh, Director, Department of Adult, Continuing Education & Extension, Panjab University, Chandigarh highlighted the objectives of the workshop and said that the main objectives of the workshop was to help police officers to lead a harmonious and healthy life. Topics covered in the workshop included: identification of own stress, factors affecting stress, coping strategies for stress, managing stress through social support system, yoga therapy and meditation. ■

Lifespring-CRY's Girl Child Week Campaign

The CRY, an NGO, and the Lifespring, a business organisation, organised the Girl Child Week Campaign from September 24 to 30.

Lifespring, in keeping with their position of social responsibility, will donate five percent of its earned revenues to CRY. The company will also hold interactive sessions at all their outlets for girl children on infant care, personal hygiene, body care and immunisation. ■

Zakir Hussain Memorial Lecture

Prof. Madhu Dandavate, former Union Finance Minister, has agreed to deliver the Annual Zakir Hussain Memorial Lecture for 2001 at Shegaon on December 22, 2001. The Zakir Hussain Memorial Lecture, as usual, has been synchronised with All India Adult Education Conference and the Annual General Meeting of IAEA. ■

JSS Kanpur Celebrates Literacy Day

The Jan Shikshan Sansthan, Kanpur, organised week-long Literacy Day celebrations from September 1 to 8 to enhance people's participation in literacy programme in selected areas being covered by literacy schemes in Chandari; Awas-Vikas Colony, Kalyanpur; Shramik Basti, Shatri Nagar; Lav-Kush Vihar, Naubasta; Ramaipur Bidhnu; District Jail, and the Office Complex.

The main components of the programme were: Chetna rally, literacy seminar, essay writing, poster competition, debate, singing, dance, staging of play, and a function to honour people for their contribution in the field of literacy.

Duly recorded on a video CD, the programme was carried out with the help and cooperation of agencies like Information Office, District Jail, Srijan Society, Kendriya Shramik Shiksha Board, Juhari Devi Mahila Mahavidyalaya, etc., with active support of both print and electronic media. ■



Dubey, Surendra Nath, *Population of India - 2001*, New Delhi, Authorspress, 2001, p 314, Rs. 575

Using data given in the *Preliminary Census Report* presented to Government of India recently, the author attempts to provide a broad understanding on the current population scenario of India and also attempts to make future projections on India's population.

The discussion on the theme has been organised in eight chapters. In the first chapter, he discusses the determinants of population explosion in India-- i.e. birth rate, death rate, and migration and their evil effects on economy, environment and literacy level. Besides discussing national population policy and measures to control population, he also identifies some emerging trends in population growth. The second chapter is devoted to growth rate and distribution of population with extensive tabulation of data, graphs and diagrams. In the third chapter, he briefly makes population projections in future for 2011-16 basing on project data on life expectancy at birth and total fertility rate, and also State-wise data thereof as on March 2001. The fourth chapter presents state-wise distribution of density of population in different regions of India as well as States and Union Territories of India. Besides tracing trends in sex ratio since 1901, chapter fifth analyses India's cur-

rent sex ratio and its state and Union Territory wise distribution. Chapter sixth focuses in detail on the present state of literacy in India and its state-wise and sex-wise categorisation. It also covers impact of Information Technology on Education. Chapter seven presents general information on population backed up with tabulation of relevant statistical data. The last chapter, i.e. chapter eight, discusses population growth and family planning in India.

Yadav, Rajender Singh. *Adult Education: Concept, Theory and Practice*. Ambala Cantt, The Associated Publishers, 2002, p 320, Rs 900

In his bid to facilitate a proper understanding and grasp of field workers on conceptual and theoretical aspects of adult education, the author presents these aspects with a perspective on their application in field practice in India.

The book is divided in eleven chapters. First chapter deals with the concept, need and scope of adult education. Second chapter is devoted to aims and objectives and components of Adult Education. While the third chapter discusses National Policy on Education - 1986 and Adult Education, the fourth chapter focuses on continuing education. The fifth chapter covers centre-based methods and campaign approach in adult education, and the sixth chapter discusses methods in adult education and methods of literacy teaching. While the seventh chapter deals with agencies

of adult education at the Central/ State Governments, Shramik Vidyapeeths and State Resource Centres, chapters eight and nine cover role of universities and media respectively in adult education. The tenth chapter is devoted to evaluation in adult education and the last chapter provides a comparative perspective on literacy campaign in different countries.

Grover, R.P. and Bhardwaj, Ramesh Kumar. *Ed. Population Education in India*. Ambala Cantt, The Associated Publishers, 2002, p 334, Rs. 900

The editors of this volume cover the theme of population education in 23 chapters. Chapter one deals with the present status and future directions of population of India. Chapter second covers population education in adult education. Chapter three is on population change and education in India. Chapters four and five deal with population change and education in India and population education and quality of life. The sixth chapter presents Indian perspective on population education. Seventh and eighth chapters deal with the population education and the disabled, and teaching techniques of population education within non-formal education systems. While chapter nine is devoted to population education as a field for professional social workers, chapters ten and eleven are on NGOs and population education, and role and prospects of media in popu-

lation education. Chapter twelve is on a suggested model of research issues in population education and chapters thirteen and fourteen cover family welfare programme; while chapter 13 discusses its problems and suggestions, chapter 14 looks at some of the emerging issues. Chapters fifteen and sixteen deal with women's reproductive rights and women's health in the population development programme. Chapters sixteen and seventeen are on relationship between population education, women issues, and population education and the decisive decade respectively. While chapter eighteen provides guidelines for integrating population education with primary education and literacy programmes,

chapters nineteen and twenty are devoted to six key non-controversial concepts which can make population education more personally relevant, and the dimensions and directions of population education. Chapter twentyone deals with concepts, policy, position and future direction of population education, and chapter twentytwo presents a spatio-temporal analysis of sex ratio in Haryana. The last chapter is on issues and trends in population education.

Patil, V.T. Human Rights: Third Millennium Vision. Delhi, Authorspress, 2001, p 322, Rs. 600

Covering varied contours, dimensions and vision of human rights, the book is divided in thir-

teen chapters. While chapter one presents the concepts on human rights, chapter two and three are on challenges to universality of human rights and Universal Declaration of Human Rights. Chapter four deals with Vienna Declaration and programme of action. Chapters five and six deal with sustainable human development, religion and human rights. Chapter seven is on child and human rights. Chapters eight and nine are on women and human rights and refugees and human rights. Chapter ten covers minorities and human rights and chapters eleven and twelve are on business and human rights and globalisation and human rights. The last chapter deals with the third millennium's challenges to human rights.

REGISTERED NEWSPAPER

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

TO



Janshala - Joint GOI-UN Education Programme

Five UN Agencies (UNICEF, UNDP, UNESCO, UNFPA and ILO) are contributing US\$ 20 million to support the Government of India's attempts at universalization of elementary education. The UN SCOPE or JANSHALA (as the programme is now called) programme is being piloted in nine states in the country, namely Andhra Pradesh, Chattisgarh, Jharkhand, Karnataka, Madhya Pradesh, Maharashtra, Orissa, Rajasthan and Uttar Pradesh. The programme sites are those 139 rural blocks and urban slums in 10 cities where female literacy is low with high density of Scheduled Castes and Scheduled Tribes populations. The programme covers in all a population of approximately four million children in rural areas and one million children in urban slums.

The programme focusses on mobilizing communities and empowering them to manage the existing schools for primary education and demand alternate arrangements for education where schools do not exist. This is being attempted through

decentralized planning, teacher empowerment for quality child-centred and gender-sensitive education and parent and community contribution/participation for addressing education needs of all children, including those with disabilities as well as those who are working and hence out of school.

While interventions at the state level are specific to each state, some activities like teacher exchange visits, study tours, workshops in areas of Child Development Index, Children with disabilities, alternate schools, development of management information systems and use of Information Technology for facilitating access to education have been undertaken at the national level. ■

Election of Rajasthan Branch's Executive and Office-bearers

The general body of members of Rajasthan State Branch of Indian Adult Education Association met at Ajmer on October 28, 2001 with Chairman of the Branch Shri Bhai Bhagwan in the chair.

Besides transacting other business, the Branch's General

Body elected the following office-bearers and members of its executive committee:

Chairman : Shri BL Parakh (Ajmer); Vice-Chairman : Shri Sushil Kumar (Udaipur); Treasurer : Shri Abdul Aziz (Udaipur); Secretary : Smt. Divya Prabha Nagar (Udaipur); Joint Secretary : Shri DK Sharma (Ajmer); Members of the Executive Committee : Sarva Shri Bhai Bhagwan (former Chairman) (Udaipur); Lakshman Bhatnagar (former Secretary) (Ajmer); Madan Singh Sankhla (Jodhpur); Shrilal Mohta (Bikaner); Dinesh Purohit (Jaipur); Smt. Indira Purohit (Udaipur); and Smt. Vijayasheela Singh (Ajmer). ■

Zakir Husain Memorial Lecture

As a part of its annual conference programme, the Indian Adult Education Association is organising the Zakir Husain Memorial Lecture 2001 at Shegaon on December 20, 2001 at 11.00 a.m.

Prof. Madhu Dandavate, MP and Former Union Minister for Finance, has consented to deliver the lecture. Prof. Dandavate will be speaking on "Social Roots of Gender Injustice".

Study Visit of Bangla Officers to SRC Lucknow

A 7-member team of Adult Education Officers -- including two Joint Secretaries from their Ministry of Mass Education -- from Government of Bangladesh were on a study visit to State Resource Centre, UP and Literacy House, Lucknow, from October 19-21, 2001. The team was deputed to Lucknow by Ministry of Human Resource Development, Government of India.

Besides meeting Dr. Madan Singh, Director, SRC; Shri PK Sundriyal, Director, Literacy House, and academic staff; and Dr. LP Pandey, Director, Alternative Education and Literacy, U.P., they familiarised themselves with: (i) on-going programmes of Post-Literacy and Continuing Education in U.P. State, and (ii) preparation of suitable teaching-learning material, including primers by the SRC, U.P., based on needs, interests and problems (NIPs) of the neo-literates and persons of limited reading ability. The team also visited Unnao to see post-literacy programme in the field, where the team met chairperson of Zila Saksharta Samiti, Secretary, ZSS, and field beneficiaries. ■

Scientific Literacy and Minimum Science

As literacy is known as ability to make signatures, read and write workable letters, similarly scientific literacy can be referred to as minimal quantum of scientific knowledge and skills about our surroundings and ordinary day-to-day living. The

NCSTC has made an attempt under a project to define the minimum desirable quantum of scientific knowledge for a common man. Dr. Narender K. Sehgal, former Head, NCSTC and UNESCO's Kalinga Award recipient for 1991, has prepared a concept paper on scientific literacy for developing countries. The level of scientific awareness cannot be the same for different regions, as it depends upon various factors, such as local circumstances, availability of information, and awareness level of people. If minimum desirable level of scientific literacy can be quantified for a particular region/area/community, then this level can be achieved by integrating and focusing all ways and means on science popularization at a particular target. This level can further be revised, once the previous targets are achieved. This exercise can go on to further enhance the level of scientific literacy and can be a natural process to arrive at higher realms.

Challenges of Demographic Changes

In his keynote address, delivered by Mr. Joseph Chamie, Director, UN Population Division, in a two-day "Asia Future Summit" held at Hong Kong, China, on September 10, Mr. Chamie has observed that dramatic demographic changes expected in the coming years would present vital challenges to governments and the international community.

Mr. Chamie predicted that the future would be marked by larger populations, slower growth, lower fertility, lower mortality and

longer life, the ageing of the population, increased international migration, greater urbanisation, and a greater concentration of people in developing countries.

He said "The whole thing is very positive, because the ageing of the society is a consequence of decrease in infant, child and maternal mortality rates, increased longevity, and a more pronounced decrease in fertility, with men and women having the ability to choose when and how many children to have".

He, therefore, cautioned that countries must take these demographic changes seriously and begin to prepare for their arrival. "The longer they wait, the more difficult it will be to adjust".

Literacy Day at Bharuch

The Jan Shikshan Sansthan, Bharuch, in association with NM Home Science College, Bharuch (Gujarat), celebrated International Literacy Day on September 8, 2001. Various activities were organized to enlighten the students about literacy among women in particular. The programme was inaugurated by lighting a lamp. All programme staff, teaching staff and administrative staff of JSS were present on the occasion.

The events organised to mark the International Literacy Day comprised essay competition, group discussion, and staging of short plays and skits. A large number of students participated in these events.

At the end of the function, pamphlets on literacy awareness were also distributed. ■

Golden Jubilee of Literacy House and Silver Jubilee of Kalakunj - SRC

From September 8-18, 2001, Golden Jubilee of Literacy House, Lucknow, and Silver Jubilee of Kalakunj - State Resource Centre were jointly celebrated at Lucknow. The 11-day programme commenced with International Literacy Day on September 8, and culminated in birth-day celebration of Dr.(Mrs.) Welthy Honsinger Fisher on September 18.

Dr. Naipal Singh, Cabinet Minister, Department of Education (Higher Secondary Education), Government of U.P., the chief guest, who addressed the International Literacy Day function on September 8, emphasised the dire necessity of making Alternative Education System and Out-of-School Education system as effective tools for covering entire illiterate population at the earliest. Among those who participated in the function were Shri Net Ram, IAS, Secretary (Basic Education), Government of U.P.; Dr. LP Pandey, Director Alternative Education & Literacy, Government of U.P.; Dr. Madan Singh, Director, Kalakunj-State Resource Centre, U.P.; Shri PK Sundriyal, Director, Literacy House, Lucknow; and academic staff and members of Literacy House, Kalakunj, and Jan Shikshan Sansthan of Lucknow and Kanpur.

The Literacy Day function was followed by an inspiring lecture by Prof. Namwar Singh, a well-known academician and an eminent literary critic, on the urgent need of imparting relevant

education to the entire block of illiterates who have been left-out or pushed-out. Lauding contributions of Literacy House for experimenting, evolving and developing various patterns and methodologies of Alternative Education during the past 50 years; he expressed his strong commitment to strengthen Alternative Education through Literacy House, Lucknow.

On September 11, Prof. Mahesh Singh Kushwaha, Head of English Department, Lucknow University, spoke on "Adult Literature and Human Values".

On September 15 & 16, a two-day 'National Youth Meet' comprising debates, cultural programmes, etc., was organised. At the end, awards were presented to the best youth performer.

On September 16, Shri JC Pant, IAS (Retd.), Former Secretary to the Government of India and currently Chairman, India Literacy Board/State Resource Centre, U.P., spoke on "Enlightened Rural India to Meet the Challenges of the 21st Century". Shri KC Choudhary, General Secretary, Indian Adult Education Association, New Delhi, chaired the lecture session.

In another function on September 16, Dr. Madan Singh presented his paper on "Future Role of Literacy House and Kalakunj as Lok Vidyapeeth" emphasising the need to make

literacy and alternative education meaningful and a relevant tool to effectively meet the day-to-day needs of the masses. Shri JC Pant chaired the session.

From September 8-18, a writers workshop was organised in which selected writers from among those trained by Literacy House during the past 50 years participated. In all, 105 manuscripts were developed on various subjects/topics/issues related to Literacy and Alternative Education in various forms of simple writing.

On September 18, the delegates and academic staff members of Literacy House, Kalakunj-State Resource Centre, U.P. and Jan Shikshan Sansthan of Lucknow and Kanpur celebrated the birthday of letter-giver Mother and Founder of Literacy House. Shri KC Choudhary, General Secretary, Indian Adult Education Association, New Delhi presided over the function.

On September 18, the Literacy House, also instituted two National Welthy Fisher Literacy Awards to be given to an organization and the other to a social activist for outstanding contributions in the field of Literacy and Adult Education. On September 18, the First National Welthy Fisher Literacy Award was given to the Indian Adult Education Association, New Delhi, and the other was given to Mr. EC Shaw for their valuable accomplishments. Shri JC Pant, Chairman India Literacy Board/ Kalakunj presided over the function. ■

Global Update on Education For All

According to The Global Synthesis, a document released at the World Education Forum held on April 26-28, 2000 at Dakar (Senegal), containing a detailed review of basic education undertaken in over 180 countries, gives an objective analysis of achievements and shortfalls in the field of education since 1990.

The global scenario of Education for All was as follows in April 2000:

The number of children in school rose significantly, from 599 million in 1990 to 681 million in 1998.

Since 1990, some 10 million more children go to school every year, which is nearly double the 1980-90 average.

East Asia, the Pacific, Latin America and the Caribbean are now close to achieving universal primary education.

The number of out-of-school children decreased from 127 million in 1990 to 113 million in 1998. In Latin America and the Caribbean, for example, the number of out-of-school children was halved, from 11.4 million in 1990 to 4.8 million in 1998.

The number of children in pre-school education has risen by five per cent in the past decade. Some 104 million children were enrolled in pre-primary establishments in 1998.

Now 87 per cent of young adults (15-24 year olds) are literate worldwide.

Educational progress in the world's nine high-population countries (E-9) -- Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan -- explains a significant part of these positive developments. Strong political commitment among these nine giants, which still account for half the world's population and 70 per cent of its illiterates, reversed the negative trends of high population growth rates and low literacy.

Globally, the number of literate adults more than doubled from 1970 to 1998, from 1.5 billion to 3.3 billion. But while the overall adult literacy rate has risen to 85 per cent for men and 74 per cent for women, illiteracy rates remain too high, especially female illiteracy. At least 875 million adults remain illiterate, two-thirds of them women -- exactly the same proportion as ten years ago.

Africa and South Asia are the two regions with the longest way to go to achieve Education for All. Persistent poverty, conflicts and the HIV/AIDS endemics have had profound effects on their education systems. Some African countries devote one-third of their national budget to education but several others spend as much on debt repayment as they do on health and basic education combined.

The document also gives a region-cum-continent-wise picture:

The Americas -- Widespread educational reforms coupled with a falling birth rate in Latin America

and the Caribbean have had a doubly beneficial effect on education systems.

Between 1990 and 1998, enrolment in early childhood education increased and today, a little over half the young children in the region are in pre-school programmes.

Almost 95 per cent of children in Latin America and the Caribbean are in primary school, but with a high proportion of both over-aged children and drop-outs.

Haiti and Bolivia are notable exceptions to the overall regional trends, with over 30 per cent of children out of school. However, adult literacy rate of 88 per cent marks profound disparities, ranging from 96 per cent in Uruguay to 21 per cent in Honduras.

Europe and North America -- The mature education systems in the region offer 100 per cent coverage in primary and secondary education up to the age of 16.

Despite universal coverage, there is a persistent 'hard core' of underachievers estimated at between 15 and 20 per cent who fail to acquire basic skills at primary school and fall behind in secondary school.

Between 10 to 30 per cent of the adult population in the region has difficulty with basic reading, writing and numeracy skills.

Violence in schools is rising in many countries of the region. Priority Education Zones in France and Portugal are

examples of positive discrimination in underprivileged areas.

The average unemployment rate for under-25s in the European Union is 21.5 per cent.

Africa -- At least 17 million more African primary-school-age children are in school today, compared to 1990. However, some 42 million children in sub-Saharan Africa are still out of school.

Only ten African countries are on track to achieve the education goals they set after the World Conference on Education for All in 1990.

Almost 60 per cent of out-of-school children are girls, illustrating that the gender gap is as wide as it was a decade ago.

Up to two-thirds of children are not getting education in countries where there is armed conflict and civil strife.

The average number of pupils per teacher is thirty-seven in the region; in central and western African countries, such as Mali or Chad, it can reach up to seventy. The pupil/teacher ratio has risen slightly in the past decade.

Almost 40 per cent of African adults cannot read or write. Women are the most affected. In certain countries in western Africa, female illiteracy can reach 80 per cent.

The Arab States -- Between 1990 to 1998, the net primary school enrolment rate in the Arab States went from 74 to 76 per cent.

One out of four children are out of school, which represents a total of 10.3 million children in the region.

The gender gap has slightly narrowed from 65 per cent of girls in school in 1990 up to 71 per cent in 1998. Half of all women are literate whereas the male literacy rate is over 70 per cent.

Less than 10 per cent of 3-year to 5-year olds in eight out of 15 countries are in early childhood programmes. Only two countries, Lebanon and Kuwait, have 70 per cent enrolment.

Lebanon, Jordan, the United Arabs Emirates and Kuwait have achieved close to 90 per cent literacy. However, at least 67 million adults are illiterate in the Arab States region as a whole.

Asia and the Pacific -- Amongst the world's developing regions, East Asia and the Pacific combined are closest to achieving education for all with 97 per cent of all children in school.

Most of the East Asian adult population can now read and write, with a 94 per cent literacy rate.

Early childhood education, a relatively new development, has expanded rapidly. Enrolment grew from 36 million in 1990 to over 45 million in 1998, an increase of almost 25 per cent.

Challenges remain in South Asia, where only three out of four children go to school and only 56 per cent of adults are literate.

The reality reflected in the survey is as follows: (1) Although

almost everywhere growth in education systems has been witnessed, yet the level of quality in education priorities has been poor, causing considerable disparities between and within regions which account for drop-outs and repetitions, and poorly trained teachers. (2) Persistence of gender gap as a major obstacle as 60 percent of world's out-of-school children are girls -- a figure that mirrors the two-thirds of adult illiterates who are women. Also, people in poor, rural and remote communities, as well as ethnic minorities and indigenous populations register little or no progress. The 'digital divide' has marginalized the poorest social sectors even further, jeopardizing their chances of having the new information and communication technologies serve their specific needs. (3) Inadequacy of funds has been put forward as the main cause for poor quality as, on an average, countries devote less than two percent of their GNP for basic education while the donor community contributes only two percent of development aid to this field. Besides, confusion prevails in distribution of responsibilities and resources between central and local governments, parents, and civil society as a whole. (4) Poverty is the single most important factor explaining the inability to meet target goals set by governments. Poverty denies schooling, but exclusion from education, in turn, perpetuates the cycle of poverty. In a world, where 42 countries are highly indebted and 1.3 billion people survive on less than US\$1 a day, this reality remains the most daunting challenge of all. ■

Value Creation Education

Tsunesaburo Makiguchi, a 19th century visionary of Japan, first wrote about value creation education on the basis of his personal experience as a primary school teacher and Principal. His notes were later brought out in the form of a monograph by Soka Gakkai of Japan, which, in turn, has now been brought out by National Book Trust entitled *Education for Creative Living*.

Inspired by Makiguchi, Dr. Sethu Kumaran started a school in the outskirts of Chennai followed by a college for women based on the Soka Gakkai system of education. Soka means 'value creation'. The college, known as 'Soka Ikeda College of Arts and Science for Women', celebrated its first anniversary by organising a series of lectures by eminent personalities recently.

Dr. Varsha Das, Chief Editor & Joint Director, National Book Trust, gave the first lecture in the series of five on "Tsunesaburo Makiguchi and Value-Creation Education". Dr. Das observed that Makiguchi connected education directly with people's lives to make life purposeful and meaningful. Having established that link, he declared that the purpose of education was happiness, which is not a point or destination but a process derived from value that is neither constant nor consistent. Human life is a process of creating value and education to guide us towards happiness. Dr. Das elaborated further, "Makiguchi has spoken about three basic values which encompass human

existence as an individual and also as a part of the society. These values are good, benefit and beauty. Social value based on collective group existence is 'good'; personal value encouraging self-oriented individual existence is 'benefit' and sensory value which impacts isolated parts of individual existence is 'beauty'. Each constitutes only one slice of the complete human personality; none is sufficient by itself. If there is to be full development of the human personality, this kind of threefold education is necessary". ■

Education Promotion Programme of Rajasthan

Chief Minister of Rajasthan, Shri Ashok Gehlot, announced on October 20 at Jaipur that an education promotion campaign "Shiksha Aapke Dwar Par" (Education at your Doorstep) will be launched from November 19 (birth anniversary of Smt. Indira Gandhi).

While expressing happiness over the progress of male literacy in the State (76.46 percent against the national figure of 75.33), Shri Gehlot was pained to find that 23 lakh children were yet to join schools. Of these, 18 lakh were in rural areas and five lakh in urban areas. Therefore, he announced to enroll all these children in schools latest by 2003.

Shri Gehlot also pointed out that the state had registered 38.05 per cent literacy rate during the last decade and 20 per cent among women. However, the literacy level was only 8 per cent for Scheduled Tribes and

Scheduled Castes women during the period.

He, therefore, emphasised that, besides ensuring enrolment of all children in schools, special efforts were also required to educate the women of backward, Scheduled Castes and Scheduled Tribes sections. ■

Literacy Conference at Bikaner

To mark International Literacy Day, Bikaner Proudh Shikshan Samity and Jan Shikshan Sansthan, Bikaner, jointly organised Literacy Conference at Bikaner on September 8, 2001 at Bikaner in which large number of literacy workers representing different areas, activists, resource persons, health workers and representatives of village committees participated.

Nehru Literacy Award winner and known social worker Shri Satyanarain Pareek chaired the Conference. In his address, Shri Pareek observed that education is a process of enhancing human capabilities to ensure a better and healthier life. To him, literacy is a compulsory need in modern life as it helps develop personality of a citizen as well as establishment of social and emotional unity. Others who spoke in the conference included Dr. Shrilal Mohta, honorary Secretary; Dr. Mohammad Shabbir and Shri Avinash Bhargava, organizing Secretary.

Other activities organised on that day included a poster competition, debate contest, Rangoli and Mandla competition, public speaking contest, and cultural program. ■



Talesra, Hemlata. *Sociological Foundations of Education*, New Delhi, Kanishka Publishers, 2002, p 206, Rs.450.

The book attempts to analyse different sociological perspectives from educational point of view. The book covers the M.Ed. syllabus of M.S. University of Baroda; CIE; M.L. Sukhadia University, Udaipur; Banasthali Deemed University; and Agra, Aligarh, Meerut, Ajmer, Jodhpur and Jaipur Universities.

The book has in all 15 chapters. Chapter one is on educational sociology: concept, scope, functions and relationship between educational sociology and educational psychology. Chapters second and third deal with Indian social structure: its nature and education: a sub-system of Indian society. Chapter four is on education as a process in the social system: a social activity. Chapters five and six are on education, social stratification and mobility, and education and social change. Chapter seven is on education and the goal of secularism. Chapters eight and nine are on equity in education and universal literacy. Chapter ten deals with women education in the rural set-up. Chapters eleven and twelve cover politicisation of education and socialistic pattern of society and education. Chapter thirteen is on religious and moral education. Chapter fourteen presents a

sociometric study. The last chapter is on social survey.

Anand, Ushvinder Kaur. *Working Women and Retirement*. New Delhi, Anmol Publications Pvt. Ltd. 2001, p 344, Rs.700.

Retirement causes psycho-sociological effects on human beings, both males and females. However, retirement studies are marked by either exclusion of women or inadequacy of coverage to women. Therefore, the present study concentrates on socio-psychological problems of women retirees.

Besides a rich introduction, the author spans the theme of the present study in the following chapters: (1) Retirement and its effects and consequences, (2) Orientation to work viz attitude to retirement, (3) Family Life of retired women, (4) Economic situations of retired women, (5) Health conditions of retired women, (6) Psycho-social life of retired women, and (7) Conclusions and suggestions.

The author has also appended the detailed interview schedule which she used to elicit the required information from retired women for her empirical study. The book also carries an index for faster access to relevant information given in the book.

Gupta, Sarla. Ed. *Career and Counselling Education*. Delhi, Kalpaz Publications, 2001, p 323, Rs.790.

The book provides a useful account of basic doctrines and theoretical principles of career

counselling and education necessary to equip the reader with the requisite insight and understanding for effective functioning in the field. It also provides an extensive exploration of various guidance services, their appropriate methodologies and techniques to render them effectively.

Besides a detailed introduction, theme of the book is covered in seven chapters as follows: educational guidance, guidance and counselling, group counselling, counselling profession, teaching psychology, vocational and personal guidance, and counselling techniques. The author has also added a chapter at the end on further trends in career and counselling education.

Venkataiah, S. Ed. *Media Education*. New Delhi, Annual Publications Pvt. Ltd., 2001, p 295, Rs.800.

The book is divided into six chapters. Chapter one is on educational media. Chapter two discusses media responsibilities while chapter three focuses on use of communication satellites in education. Chapter four discusses educational broadcasting. Chapter five presents current issues that confront media. The last chapter highlights the need for improving media.

Hooda, R.C., Hooda, S.K. and Dahiya, S.S. *Mastery Learning to Enhance Creativity*. Delhi, S.S. Publications, 2001, p 180, Rs.380.

In order to solve problems of wastage, stagnation and under-

achievement in the existing schooling system, the authors of this book argue revamping the existing system through adoption of the idea of mastery-learning for practicing it in the class rooms through development of instructional materials and devising indigenous organisation models.

The book is divided into three parts. The first part of this book provides the rationale of the Mastery Learning Approach, outlines its essential elements, describes its procedure, elaborates Model of Mastery learning suited to Indian condition; and summarises researches conducted in India and abroad.

The second part of the book is devoted to enhancement of

creativity through use of mastery learning strategy.

In order to highlight this, some important research abstracts are given in the third part of the book.

Draper, James A. (Ed.). *South and East Asian Adult Education*. Sardang, Universiti Putra Malaysia Press, 2001, p.80.

The book forms a part of a series being brought out on adult education covering chronologies in Commonwealth countries by internationally known Prof. James A Draper who is the Editor and Project Director of this series. Prof. Draper has already published the book on Africa and Canada. He is currently working on Caribbean region and will later

take up South Pacific region to complete the series which provide a wealth of comparative and international information on adult education.

Prof. Draper's chronologies provide a historical perspective on factors which influenced 'how', 'why' and 'where' men and women learn; the various ways in which learning was organised and delivered; and the organisations that were created to meet the needs of adults as learners.

The countries profiled in the book are Bangladesh, Brunei Darussalam, Hong Kong, India, Malaysia, Pakistan and Sri Lanka.

Part two of the volume provides selected regional chronology beginning from 1929.

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TO

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NEWSLETTER

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Lok Sabha Passes Compulsory Education for Children Bill

On November 28, 2001, Lok Sabha approved a Constitution (Amendment) Bill to provide for free and compulsory education to children in the age group of six to 14 years.

The Constitution (Ninety-third Amendment) Bill, 2001 piloted by Human Resource Development Minister, Dr. Murli Manohar Joshi, will also endeavour to provide early childhood care and education to children below the age of six years.

The Bill also makes it obligatory on the part of parents to provide opportunities for education to their children.

Tracing the background of the Bill, Dr. Joshi said the right to make free and compulsory education a fundamental right was introduced as a Constitution (Amendment) Bill four years ago. The Bill was scrutinised by the Parliamentary Standing Committee on Human Resource Development. It was also dealt with by the Law Commission of India. ■

50th IAEA Conference -- Coverage of Theme

As reported earlier, the theme of the forthcoming 50th All India Adult Education Conference is "1991-2001 -- A Decade of Literacy: Role of State and Civil Society".

Participants in the Conference are supposed to take a critical review of the role of State, NGOs and universities in liquidation of illiteracy in India during 1991-2001.

As authenticated by the provisional figures of Census Report 2001, the last decade of the twentieth century witnessed not only tremendous expansion of adult education programmes in India but also registered remarkable achievements in attaining better literacy rate. Successful implementation of Total Literacy Campaigns has attracted international recognition too. The National Literacy Mission won the Noma Prize and Nehru Literacy Award. Due to the phenomenal increase in the growth of literacy during 1990s, the Census Report of India designated the period 1991-2001, as the 'Decade of Literacy'. No doubt, the achievements in the field of literacy may be due to

various factors. However, the credit can be legitimately shared by the State and civil society. If the National Literacy Mission laid down the policy framework, provided leadership and funds; the civil society, specially the NGOs and universities, have also joined hands with the Government in the massive task of liquidation of illiteracy in the country.

In fact, wide variations have been noticed in the degree of commitment and level of participation of different agencies involved in the literacy programmes. This may be one of the reasons for unequal achievement in the field of literacy. While some of the traditionally backward states have made significant strides in literacy rates, others have lagged behind. While NGOs have played a key role in literacy campaigns in certain places, universities and academicians have shown deep interest and lent strong support to the campaign. Notwithstanding these variations, community mobilisation and participation have been a striking feature of the 'Decade of Literacy'

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The issues worth pondering over in this regard are: What were the factors which stimulated the growth of literacy during the last decade? What were the circumstances and factors that enabled certain NGOs and universities to actively participate in literacy campaigns? What was the impact of the Total Literacy Campaigns on Indian society? To what extent can we ascribe the decrease in the number of illiterates to the Total Literacy Campaigns during 1990s? Doubtlessly, a critical review of the role of the state, NGOs and Universities in the liquidation of illiteracy in India during the last decade would enable us not only to understand the interplay and impact of various factors on the growth of literacy, but also formulate certain policies for future programme planning and implementation. Hence the annual conference of Indian Adult Education Association has chosen to focus on the 'Literacy Decade'.

As such, deliberation in the conference through presentation of lead papers at plenary sessions, thematic group discussions, working groups and special interest sessions will focus on the issues mentioned in the preceding para. ■

Eastern Region Conference and Seminar on NGOs in Mass Education Movement

A Conference of the Eastern Region of IAEA was held at the Bose Institute, Kolkata on November 3 and 4, 2001.

Prof. Anil Kumar Sarkar, President, West Bengal Branch of the Association, presided over the Conference. Prof. AH Khan, Associate Secretary of IAEA, also attended the Conference on behalf of the Central Committee of the Association.

Dr. Phulrenu Guha, former Union Minister and M.P. and a well known social activist, inaugurated the Conference. Smt. Rajashri Biswas, Secretary, West Bengal Branch of the Association, gave the welcome address and Prof. Arabinda Bhattacharya proposed a vote of thanks.

It was generally felt in the Conference that the Association should be strengthened and a proper coordination be worked out with the Governments, both at the Centre and the States, for working out a concerted and coordinated move to make the country free from the illiteracy, the problem that is continuing over half a century since independence. Shri BN Tripathi, Director, State Resource Centre, Orissa, besides making some useful comments and observations, expressed the eagerness to set up a State Branch of the Association in Orissa and sought the help of the West Bengal Branch in the matter, which the State Branch readily agreed to provide.

A large number of institutional and individual members participated in the Conference.

Along with the Conference, a Seminar on "NGOs in Mass Education Movement" was also organised. Prof. Dilip Mukhopadhyay presided over the seminar.

The working paper of the seminar was presented by Shri Sakti Mondal, a representative of State Resource Centre.

Shri BN Tripathi, Director, State Resource Centre of Orissa, Shri MU Alam of the North Bengal University, Shri Argha Kusum Datta, Editor, *Samatat*. Shri Kalipada Roy, Shri Sakti Mondal, Shri Nandadulal Chkrabarty, formerly of Narendrapur Ramkrishna Mission Lokshiksha Parishad, Shri Bidyut Debnath of Gana Unnayan Parishad, Shri Kalyan Satpathi of State Resource Centre, Shri Mihir Basu and Smt. Prova Srivastava of Ramkrishna Mission Lokasiksha Parishad, and Shri Sudhir Chatterjee, General Secretary, All India Council for Mass Education and Development amongst others participated in the lively discussion of the seminar.

A set of recommendations were also prepared on the basis of the discussions in the seminar, which included the tasks to be undertaken by the West Bengal Branch of the Indian Adult Education Association. ■

Upper Primary Education to All School-missed Children

The National Open School (NOS) will shortly broaden its role to provide basic education up to 8th standard to children who missed schools and take Indian culture and heritage to the Non-Resident Indians (NRI).

After its 12 year experience in providing open schooling facility to those who missed formal school, the mandate for NOS is

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getting reinforced in consultation with the Ministry of Human Resource Development (HRD) to shoulder added responsibilities, according to Prof. NK Ambasht, Chairman of NOS.

He pointed out that about 800,000 Upper Primary Schools in the country could currently handle only about 100 million of the total 320 million children in the 6-16 age group and we would require double the number of existing primary/elementary schools if all the children were to be given formal schooling up to the Upper Primary level. This would mean three-fold raising of financial outlay in this sector, apart from the cost of opening new primary schools.

NOS, currently has on its rolls about 500,000 students, preparing them to the Higher Secondary level (12th standard) through its 11 Regional Centres and 1500 Study Centres spread throughout the country. In addition, it has extended this open schooling facility to students of Indian origin residing in Nepal, United Arab Emirates and Canada. NOS will extend this facility very soon to Singapore, Malaysia, Mauritius, Caribbeans and Guyanas where large number of Non-Residents Indians (NRIs) and people of Indian origin live.

There are about 20 million people of Indian origin in 131 countries. Some of them are descendants of people who emigrated as plantation workers in the early 19th century.

The NOS would soon be offering certificate and diploma courses in Indian history, culture

and heritage of people of Indian origin in all countries where they are in good number. A High Level Committee under the Chairmanship of Dr. LM Singhvi, former Indian High Commissioner to London, was giving final shape to this. The proposed course is expected to quench their cultural thirst, according to Prof. Ambasht.

Prof. Ambasht observed that NOS is also building up a National Consortium of Open School to promote participation of the State Governments, Civic Bodies and Non-Government Organisations (NGOs) in spreading open schooling concept.

About 150 NGOs are already accredited to the NOS open schooling programme.

Andhra Pradesh, Haryana, Himachal Pradesh, Karnataka, Kerala, Madhya Pradesh, Punjab, Rajasthan and West Bengal have set up their own Open Schools for which NOS has given technical and curriculum development support. ■

ICT Literacy Camps for Teacher Education

The National Council for Teacher Education (NCTE), a statutory body, which functions as catalytic agent in improving quality of teacher education, has made Information and Communication Technology (ICT) literacy a compulsory component of the secondary pre-service teacher education. As a result, students of B.Ed., B.P.Ed., M.Ed., and M.P.Ed. will now have to acquire ICT literacy and experience of preparing lesson plans in multimedia, accessing off-line

resources, document creation and of communication using e-mail etc.

To help teacher educators in becoming ICT literate, the NCTE has developed a self-learning CD-ROM. The ICT literacy CD-ROM has been produced with English and Hindi commentaries. In addition NCTE has produced several other CD-ROMs, particularly for education in human values. When the teacher educators become ICT literate, they would be able to use the rich digital resources on teacher education. Online resources can be accessed from the NCTE website, <http://www.ncte-in.org>. The NCTE is giving to its recognised teacher education institutions offline digital resources on CD-ROMs.

To provide hands-on experience on use of its CD-ROMs, the NCTE is organising one-day ICT awareness camps for teacher education in the country.

These camps have been planned to cover teacher education institutions by arranging them in clusters. From each cluster of teacher education institutions, the principal and one teacher from each institution have been invited to attend the one-day camp. Two such camps have been organised on 21st and 22nd October, 2001 at Department of Education, South Gujarat University, Surat (Gujarat). It was attended by 30 teacher educators belonging to 18 institutions of South Gujarat Region out of the cluster of 19 institutions. The master trainers for these camps

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were Dr. Ummed Singh, Reader, Department of Education, South Gujarat University, Surat and Dr. Asha Shukla, Research Officer from WRC office, Bhopal. The first camp was inaugurated by Shri Prem Sharda, Vice-Chancellor, and the second camp was inaugurated by Dr. Jayendra Bhatt, Pro-Vice Chancellor, South Gujarat University, Surat. ■

Roorkee University is Now IIT

The University of Roorkee has been declared as an IIT by promulgation of "Institute of Technology (Amendments) Ordinance, 2001". It has also been integrated with the IIT system by an amendment to the Institute of Technology Act, 1961. IIT, Roorkee, is the seventh Institute in the fraternity of the Indian Institutes of Technology.

IIT, Roorkee, will, by virtue of this Ordinance, be governed and supported by the Central Government in the same manner as other IITs established under the Institute of Technology Act, 1961. The estimated non-recurring expenditure for upgrading infrastructure and facilities in this new IIT would be about Rs.120 crore. Over a period of three years, the recurring expenditure will be approximately Rs.50 crore per annum.

Now, Uttaranchal will possess the advantage of having an IIT within its geographical jurisdiction which has a high level of technical competence in areas like earthquake engineering, water resource management and hydro-power development. ■

Women Worst Hit by Globalisation

Women are among the worst affected in the ongoing process of liberalisation and globalisation, according to the National Federation of Indian Women (NFIW).

This observation was made by Mrs. Amarjeet Kaur, General Secretary of NFIW, on November 25 at Visakhapatnam in a press conference. She had come to Visakhapatnam to participate in National Conference of All India Democratic Women's Association.

According to her, labour reforms were being pursued by the Central Government in the interest of the employers and aggressive foreign investors and under pressure from World Bank, International Monetary Fund (IMF) and World Trade Organisation (WTO). ■

International Poverty Eradication Day

In his message for International Day for Eradication of Poverty, which is observed annually on October 17, the UN Secretary General Mr. Kofi Annan has observed that the work of the United Nations in raising living standards has gained greater importance following last month's terrorist attacks, which are expected to send negative economic aftershocks around the world. According to him "The effects such as falling commodity prices, political tension, lower oil prices, lower investment, loss of tourism revenues, escalating trade costs and movements of refugees will take their toll on many of those who can least afford it."

He, therefore, stressed "Governments worked together to give us the Millennium Declaration, and they must work together, for the sake of the most vulnerable on this earth, to translate that vision into reality". ■

World Food Day

The United Nations marked this year's World Food Day (observed on October 16) with the theme "Fight Hunger to Reduce Poverty" to highlight the need for concerted efforts by all countries, rich and poor, to combat the threats presented by the two blights. ■

Human Rights Day

The United Nations was awarded Nobel Peace Prize on December 10, 2001, which the UN celebrates as the Human Rights Day.

In its message on the Human Rights Day, the UN has issued a call for all to resolve to treat all men and women on this planet -- whatever their race, creed or nationality -- as fellow members of the human family, whose destiny we share.

Since peace and human rights belonged together, the UN wants to reaffirm faith in fundamental universal human rights and unite to take action against terrorism. ■

Success never succeeds successively. If you stop, someone else will overtake you.

Economic Empowerment of Women in Andhra and Chattisgarh

Through self-help groups in Andhra Pradesh, successful experiment in women's economic empowerment has been going on. It is evident from the fact that in Andhra 4.02 lakh self-help groups covering nearly 54 lakh poor have mobilised a corpus of Rs.1500 crores. These self-help groups discharge functions of micro-credit banks for women.

Also known as Development of Women and Children in Rural Areas (DW CRA), a survey conducted of such cooperatives has shown that the scheme has helped women earn additional monthly incomes ranging from Rs.1,500 to Rs.1,800. The scheme has been tied up with several other governmental schemes to improve the socio-economic status of women and make them financially independent. Rural permanent housing programme of the State Government is being entrusted to the self-help groups on a pilot project basis in addition to raising of nurseries, construction of sanitary latrines and literacy programmes.

Similarly, in Chattisgarh also 'Didi Banks' have been functioning as micro-credit banks on women's cooperation. In the Durg district alone, the Didi Banks today have about rupees two crores contributed by 29,458 women members. These groups were started by a group of women with a similar social or economic background, but all of them were neo-literates. They deposit a fix amount on a weekly or fortnightly basis and thus become eligible

for taking loans when required. The account is run jointly by two or three women but all decisions are made collectively by the members. Besides taking care of their domestic needs, the loans provided by Didi Banks have generated self-employment by way of setting up of fisheries, nurseries, manufacture of washing powder, pottery, and such small-scale units. The interest rate on the loans taken from Didi Banks is just three per cent and the credits are given for starting small scale units, death or marriage, children's education and unexpected expenses. These cooperative societies have tied up with nationalised banks for loans. ■

Making Higher Education People-Centric in Haryana

Directorate of Higher Education, Government of Haryana, is now inviting public feedback, to maximise public satisfaction through prompt and responsive functioning. The Directorate has also introduced public evaluation system for its employees to have deeper insight into their functioning.

Under this scheme, every visitor to the office is given a small feedback form, enabling him to comment on the quality of service delivery at the Directorate. While the form gives the evaluator the option of disclosing his name, the detailed form makes queries of the officer visited as well as his rating in terms of honesty, courtesy and promptness in addition to asking for suggestions for improvement.

Computerised for record, this information is sent to the

Commissioner, Higher Education, as well as the employee concerned on a fortnightly basis.

Based on this feedback, the Directorate will prepare Annual Confidential Reports of its employees on more factual and less judgemental inputs as was done previously.

According to the Commissioner, Higher Education, Smt. Anuradha Gupta, "the receipt of regular feedback has helped us realise our strengths and weaknesses requiring improvement on the basis of credible inputs. Also, it has enabled identification of good and bad workers. While good work will be acknowledged by appreciation letters, remedial measures will be taken to correct those falling below public expectations," she added. Smt. Gupta also added, "It has brought about a change in mindset as well. With the general public occupying the centrestage, working in our office has become people-centric rather than employee-centric." ■

Periodicals of IAEA

- ★ Indian Journal of Adult Education (*Quarterly*)
- ★ Proudh Shiksha (*Hindi Monthly*)
- ★ Jago Aur Jagao (*Hindi Monthly*)
- ★ Newsletter on Literacy & Population (*Bi-monthly*)
- ★ Indian Journal of Population Education (*Quarterly*)

For subscription and other details, please contact:

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

Haryana to Revamp Farming Education

Government of Haryana will shortly submit a proposal on revamping of agriculture education extension in the State to the Indian Council of Agriculture Research.

This information was given by Dr. SY Quraishi, Principal Secretary to Chief Minister in the concluding session of a workshop at Chaudhary Charan Singh Haryana Agricultural University, Hissar, on October 23, 2001.

A nine-member core group was set up under the chairmanship of the university Vice-Chancellor, to develop such a proposal after consensus was reached on utilising the principles of social marketing in not only ranking agriculture extension education but also transforming it into complete rural extension.

The proposed revamping of agriculture extension education is expected to bridge the wide gap between scientists and farmers. ■

Progress of DPEP in Himachal

As a result of efforts under the District Primary Education Programme (DPEP), thousands of children belonging to underprivileged families of backward districts of Himachal, like Sirmour, Chamba, Kullu, and Lahaul and Spiti are going to school.

According to Shri Karan Singh, Himachal Pradesh Government's Minister for Primary Education, in 1996 DPEP was started in the State with Centre

and State sharing cost in 85:15 ratio. The DPEP has attained its main objective of enrolling cent-percent children belonging to Scheduled Castes and Scheduled Tribes.

Up to March 2001, about 808 new primary schools have been opened, 321 new Primary School Buildings have been constructed and work on 365 primary school buildings is in progress in these four districts.

According to the Minister, the State's female literacy rate which was 52.13 percent in 1991, has gone up to 68.08 percent in the year 2001. The female literacy rate during 1991 to 2001 registered a growth of 15.95 percent, which is higher than the male literacy growth of 10.66 percent registered during the same period. At present, about 6,65,994 students are enrolled. ■

Programme on Women Empowerment

Department of Continuing Education, Extension and Field Outreach (ACEEF) of Nagarjuna University and Kakani Venkata Ratnam Degree College, Krishna District jointly organised a programme on enhancement of awareness on women empowerment at KVR Degree College, Nandigama, on November 9, 2001.

Dr. M Koteswara Rao, Associate Professor, Department of ACEEF, presided over the function and also spoke on the theme.

Chairperson of Women Commission and Public Prosecutor, Miss Sushela Devi, was the chief guest, who spoke

on the need for building self confidence among women.

Others who spoke were: Shri D Uma Maheshwara Rao, MLA, Nandigama; Shrimati Sudha Rani; Krishna District Zilla Parishad Chairperson; Mrs. Mumtaz Begum, Mandal Revenue Officer; Shri Ramakrishna Murthy, Secretary, KVR College; and Shri KG Tilak, Principal, KVR College, who earlier welcomed the participants.

It was attended by a large number of students, and DWACRA groups, including DWACRA groups President, Smt. Kalavathi, and others from ACEEF. ■

Rajasthan Circulate Books on Sex Education

The Rajasthan Government will soon distribute books on sex education in 850 senior secondary schools of the state.

A helpline has already been started for HIV patients in the state. Information about the disease could be received on telephone No.1097, he said at a function organised by the State AIDS Control Society in Jaipur. ■

Annual General Meeting of IAEA

As announced earlier, the Annual Meeting of the General Body of Members of Indian Adult Education Association will be held on Dec 21, 2001 (at 4.30 p.m.) at Shegaon (Maharashtra). Agenda papers of the meeting were mailed to members on September 1, 2001.



Talesra, Hemlata and others (Ed.), *Educational Leadership : Global Perspectives*. New Delhi, Regency Publications, 2001, p.342, Rs.600.

It is a compendium of 21 articles collected from eminent authors world over on various aspects of educational leadership [18 of these were presented in the BEMAS Annual Conference held in Warwick (England) from September 18-20, 1998].

The first chapter by Prof. Angele Thody is on training school principals/school governors. Chapter two by Bernard T. Harrison and Judith Bell is on challenge for quality learning, and chapter three by Prof. PM Sapre on leadership and change. Chapter four by Carde Wright deals with the leaders as head learners with insights from an on-site research project. Chapter five by Dr. Christopher Bezzina is on authentic leadership for 21st century Malta. Chapter six by Dr. Corrie Giles is on school development planning, and chapter seven is on strategy development in secondary schools by Dominic F. Wilson. In chapter eight Prof. David Hicks spells out what educating for the future really means. In chapter nine Glynn Mirkham and Judith Gunraj discuss perceptions of providers and recipients on the HEADLAMP scheme. In chapter ten, Prof. Hemlata Talesra focuses on status and empowerment of women for educational leadership in India. In chapter eleven

Ibrahim Ahmed Bajunid deals with the evaluation and applications of educational management knowledge corpus in Malaysia and the challenges likely to be faced in the third millennium. In chapter twelve Jeremy Kedian deals with an overview of the organisational location and activities of educational leadership. In chapter 13, Lynda Huchman picks up leadership through collaboration, that is headteachers' strategies for maximising resources in small primary schools. Muhammad Memon in the fourteenth chapter deals with the future of headteachers as educational leaders in Pakistan and its implications for pedagogical leadership. In chapter fifteen, Connolly and Connolly and James discuss dimensions of leadership in the social improvement. In the 16th chapter, Poula Corlin discusses building the profession of principalship through poor accreditation. In chapter 17, Dr.(Mrs) Satinder Dhillon examines the role of head teacher educators for development of values among the perspective teachers. In chapter eighteen Vir Garrett, Julie Warne, Mastin Burgoyne and Alan Hewitt discuss winning formula for teachers in middle management development in Rotherham schools. In chapter nineteen, Vimla Ramachandran examines innovations and alternatives in educational provision reaching out to adolescent girls and boys. In chapter 20, Kenneth Leithwood discusses teacher leadership -- its nature, development and impact on schools and students.

In the last chapter of the volume, by Dr. BC Patil, discusses a value approach to educational leadership.

Sharma, SR. *Approaches to Distance Education*. New Delhi, Omsons Publications, 2001, p 341, Rs.650.

Due to great emphasis on attaining 'Education for All', educational facilities have got to be expanded. The author has chosen to examine expanding distance education.

The book is divided into twelve chapters. Chapter first is on Education For All. Chapter second and third are on reflection on distance education and teaching distance education. Chapter four deals with the process of evaluation in distance education. Chapter five is on open learning and necessity of evaluation. Chapters six and seven are on evaluation in practice in distance education and radio in distance education. Chapter eight is on the role of tutor in distance education. Chapter nine deals with counselling and distance education. Chapters ten and eleven are on use of evaluation, and studies from China. The last chapter is on external university students and distance education.

Venkataiah, S. (Ed.) *Life long Education*. New Delhi, Anmol Publications, 2001, p 304, Rs.800.

The book attempts to examine the fundamental concepts and principles, aims and objectives of lifelong education with elaborate discussion on its

pros and cons. Highly rich and well researched information in the book has been logical organised in six chapter, viz. Introduction; Lifelong Learning; Lifelong Integrated Education; Role of Humanism; Inservice Education and Teacher Training; and Continued Professional Education.

Venkataiah, S. (Ed.) *Reflections on Comparative Education*. New Delhi, Anmol Publications, 2001, p. 272, Rs.700.

Four major contributions to literature on comparative education are as follows: information; awareness of national chara-

cteristics; empathy; and a fuller understanding of the process of education. The present book highlights some vital issues in its seven chapters on comparative education, e.g., pre-school education; training of teachers; comparative education and literature; educational reforms; administration; education for living, etc.

Ranjan, Alok. *Towards Adult Literacy in India*. New Delhi, Ocean Books, p 190, Rs.300.

Dealing extensively with literacy campaigns for adults, the author also indulges in advocacy for making literacy and education

the basic building blocks of the economy.

It has ten chapters. Chapters one and two are on why literacy and adopting total literacy campaign (TLC) approach in adult education. Chapter three is on literacy drive in other countries. Chapters four and five deal with Ernakulam story and the NLM model of TLC. Chapter six is on management, monitoring and evaluation. Chapter seven deals with Indian success stories. Chapters eight and nine are on post-literacy and continuing education and conclusion. The last chapter is on bibliography.

REGISTERED NEWSPAPER

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

TO



50th ALL INDIA ADULT EDUCATION CONFERENCE

The 50th All Indian Adult Education Conference was held from December 19-22, 2001 at Shegaon (Maharashtra). The theme of the Conference was "1991-2001 -- A Decade of Literacy: Role of State and Civil Society".

The inaugural session of the Conference was chaired by Prof. BS Garg, Chancellor, Rajasthan Vidyapeeth (Deemed) University, Udaipur and President of IAEA. The Chief Guest was Hon'ble Shri SS Patil, Chairman, Shri Sant Gajanan Maharaj Trust, Shegaon.

Among those on the dias were Dr. DG Wakde, Principal,

NEW YEAR GREETINGS

The Chief Editor, Prof. BS Garg, and Members of the Executive Committee of IAEA wish a **Very Happy New Year** to all the members of IAEA and readers of *IAEA Newsletter*.

Shri Sant Gajanan Maharaj College of Engineering; Shri KC Choudhary, General-Secretary, IAEA; Shri BN Kamble, Vice-President, IAEA;

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Shegaon Declaration

The Conference -- in its plenary sessions, concurrent workshops and group sessions -- deliberated on the entire spectrum of literacy and adult education in India, keeping in view the contemporary developments in other developing societies.

In the light of manifold achievements of adult education, the Conference upheld the role of State and the Civil Society in motivating/mobilising the community to promote literacy in the wider context of Education For All.

The Conference resolved to mobilise all available human and material resources to promote Adult Education in India to raise the quality of life.

Recognising increasing common awareness in areas of health, nutrition, small family norm, and creation of scientific temper, the Conference stressed laying greater emphasis on these areas through Adult Education Programmes in coming years.

In the changing global scenario, the Conference reiterated the need and importance of greater co-operation among adult educators across the world, to facilitate greater international understanding peace and harmony.



Shri SS Patil, Chairman, Shri Sant Gajanan Maharaj Trust, lighting the lamp to inaugurate the Conference. He is flanked on his right by Prof. BS Garg, President, IAEA; and Dr. WG Wakde, Principal, Shri Sant Gajanan Maharaj Engineering College; and on his left by Shri KC Choudhary, General Secretary, IAEA; and Shri BN Kamble, Vice-President, IAEA.

In the first technical session, the theme paper entitled "Decade of Literacy: Role of State and Civil Society" was presented by Shri Satya Bhushan of Jawaharlal

N e h r u University. Tracing role of State as reflected in National Literacy Mission's efforts to minimise illiteracy since 1988, the paper highlighted how civil society's

contribution was successfully enlisted in its organizational structure for a significantly unprecedented raise in level of literacy in the country, resulting in covering 574 districts (out of a total of 598) under the Total Literacy Campaign (160 under TLC, 302 under PLC, and 116 under Continuing Education

Programmes). The issues raised in the paper pertained to: (1) sustaining and strengthening healthy relationship between State and civil society and role

literacy.

Among other papers presented on the theme in the session were: (1) "Role of the State and Civil Society During the

Decade of Literacy (1991-2001): Retrospect and Prospect" by Prof. BB Mohanty; (2) "1991-2001 - A Decade of Literacy: Role of State and Civil Society" by Prof. BS Garg; (3)

"Continuing Education Programme -- Certain Experiences from Kerala" by Dr. V Reghu; and (4) "Status of Literacy in Uttar Pradesh" by Dr. Madan Singh.

Prof. KS Pillai, in his presidential remarks, wondered as to why can't we have a target

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Shri SS Patil (left), Prof. BS Garg (centre) and Shri BN Kamble addressing the Conference.

therein of IAEA; (2) Need to lobby for raising government funding which has been declining and evolving strategy for fuller utilization of funds allocated; (3) Need for strengthening documentation and research in the area; and (4) Need to pay special attention to the states which have lagged behind in



Section of participants in the Conference

Result of IAEA Elections

In pursuance of the resolution adopted by the Executive Committee of IAEA in its meeting held on August 24, 2001 at New Delhi, Shri MK Gaur, Consultant Editor, IAEA, was appointed Returning Officer and Shri Prem Chand, Consultant, IAEA, was appointed Joint Returning Officer to conduct election of IAEA office bearers as per Rules 18-15 of IAEA Election Rules. Shri Gaur with the help of Shri Prem Chand smoothly conducted the election during the Annual General Meeting of IAEA at Shegaon on December 21 and 22. As per the election result, the newly elected office-bearers -- having term of office from January 1, 2002 to December 31, 2004 -- are as follows:

President: Shri KC Choudhary;

Vice-Presidents (General):

(1) Dr. Nanubhai Joshi, (2) Dr. L Raja, (3) Prof. SY Shah, and (4) Dr. Madan Singh;

Vice-President (Women): Smt. Raj Shree Biswas;

General Secretary: Shri BN Kamble;

Treasurer: Shri RN Mahlawat;

Joint Secretary: Shri NC Pant;

Associate Secretaries (General):

(1) Shri AL Bhargava, (2) Shri AH Khan, and (3) Dr. Arun Mishra;

Associate Secretary (Woman): Dr. Manju Lohumi;

Members of the Executive Committee: (1) Prof. KS Pillai, (2) Dr. Adinarayana Reddy, (3) Dr. MS Ranawat, (4) Shri Sudhir Chatterjee, and (5) Shri DK Verma;

Members of Executive Committee (Women): (1) Smt. Nishat Farooq, (2) Dr. Nirmala Nuwal, and (3) Smt. Indira Purohit.

Council Members (Individual):

(1) Shri KC Choudhary, (2) Prof. BB Mohanty, (3) Shri AH Khan, (4) Dr. Asha Patil, (5) Shri Rambabu Aggarwal, (6) Prof. KS Pillai, (7) Shri Kailash Joshi, (8) Smt. Sudha B Kamble, (9) Dr. Manju Lohumi, (10)

Shri Chandra Shekhar Dave, (11) Shri Manu Bhai Joshi, (12) Dr. L Raja, (13) Dr. P Adinarayana Reddy, (14) Dr. V Reghu, (15) Shri Madan Singh Sankala, (16) Smt. Savitri Choudhary, (17) Shri Datta Patil, (18) Shri Laxman Bhatnagar, (19) Shri Ramayan Prasad, (20) Shri Umesh Khandelwal, (21) Shri AK Sharma (Madhya Pradesh), (22) Shri SC Khandelwal, (23) Shri Rameshwar Chouhan, (24) Shri Rajendra Joshi, and (25) Dr. Jaipal Tarang.

Council Members (Institutional): (1) Dr. Bhai Bhagwan, (2) Shri AL Bhargava, (3) Shri Anoop Singh Bhati, (4) Smt. Rajshree Biswas, (5) Shri Sudhir Chatterjee, (6) Smt. Kamala Choudhary, (7) Smt.

Krishna Kumar, (25) Shri Mahesh Kumar, (26) Shri RN Mahlawat, (27) Shri Ajaiwant Malik, (28) Shri GK Manay, (29) Smt. Manita, (30) Smt. Mansi, (31) Smt. Kusum Mishra, (32) Shri Shibram Mishra, (33) Shri Arun Mishra, (34) Shri DV More, (35) Shri SS Nandawana, (36) Dr. Nirmala Nuwal, (37) Shri Jai Kumar Palit, (38) Shri KC Pant, (39) Shri Krishan Pant, (40) Shri NC Pant, (41) Shri BL Parekh, (42) Shri RL Patidar, (43) Shri Ramesh Patidar, (44) Shri C Narayana Pillai, (45) Smt. Indira Ramesh Purohit, (46) Shri AH Qureshi, (47) Shri AR Qureshi, (48) Shri Rajesh, (49) Shri Ram Gopal, (50) Shri Ram Swaroop, (51) Dr. MS Ranawat, (52) Shri VM Sasikumar, (53) Shri Prabhakar B Satam, (54) Smt. Deepali D Sawant, (55) Smt. Kusum Sharma, (56) Shri



Shri KC Choudhary, newly elected President of IAEA, being felicitated by the outgoing President and now Patron of IAEA Prof. BS Garg.

N Chouhan, (8) Smt. Darsana, (9) Shri Jai Narayan Das, (10) Smt. Sunita Devi, (11) Smt. Nishat Farooq, (12) Prof. BS Garg, (13) Shri KR Susheele Gowda, (14) Shri BL Gujar, (15) Shri SM Gulwe, (16) Shri Gyan Prakash, (17) Shri SC Jain, (18) Shri YS Jhala, (19) Smt. Maya Joshi, (20) Shri BN Kamble, (21) Smt. Chander Kanta, (22) Smt. Madhu Khandelwal, (23) Smt. Shalini B. Kinikar, (24) Shri

Purushottam Sharma, (57) Shri Shankar Lal Sharma, (58) Smt. Shobha Sharma, (59) Shri S Siddiqui, (60) Dr. Madan Singh, (61) Shri Rajesh Singh, (62) Shri SR Solanki, (63) Shri Dwarko Sundarani, (64) Dr. PK Sundriyal, (65) Shri Surender Kumar, (66) Shri Sushil Kumar, (67) Shri JP Tiwari, (68) Shri DK Verma, (69) Shri Rajender S. Wagh, (70) Smt. Sunita D. Waghmare, and (71) Shri CL Yadav.

of 80 percent literacy level in the country during 2001-2011 through proper collaboration and coordination among all agencies and departments. He felt that the 93rd Constitutional Amendment upholding 'Right to Education' was a boon in this regard. Therefore, efforts must now be made to evolve a plan of action for the new decade.

Among those who participated in the discussion that followed presentations of papers were: Shri Prem Chand of IAEA; Prof. Dr. Raja Pokharapurkar, Director, Indian Institute of Education, Pune; Shri AH Khan, Magadh University, Gaya; and Dr. V Reghu of Kerala.

Prof. KS Pillai also presided over the second technical session of the Conference wherein presentations were made to highlight experiences of different states.

Dr. Asha Patil of SNDT Women's University, Mumbai, and Secretary of Maharashtra Branch, while presenting experiences of Maharashtra, highlighted: (1) Need to change evaluation strategy; (2) Need to start immediately PLC and Continuing Education Programme (CEP) to bridge the gap between TLC and CEP; and (3) Questioned the rationality of making payment while nurturing voluntarism.

Dr. L Raja presented a SWOT analysis of efforts made in Tamil Nadu regarding Adult Education to highlight its strength, weakness, opportunity and leadership in this area.

Dr. Narayana Reddy of Andhra Pradesh highlighted lack of coordination between the State Government and civil society in

the field of Adult Education.

Dr. Ashok Sharma of Jiwaji University, Gwalior, also complained of no coordination between State Government, NGOs and JSS. According to him, the steep rise in literacy level has resulted mainly from rise in common man's awareness about advantages of literacy. He emphasised according prominence to training to improve quality of literacy.

Shri KR Susheela Gowda from Hasan (Karnataka) observed that women self-help groups were doing good work and loans are flowing in from banks.

Shri KK Shrivastava from Bhopal (MP) emphasised the need for proper evaluation to know why Adult Education Centres have been stopped. A proper lasting methodology in this regard must be evolved. He also underscored the need for creating greater awareness among political leaders, NGOs and government agencies.

Shri Rajesh Choudhary from Mhow (MP) expressed his opposition to: (1) Patwari Raj syndrome in women's education, and (2) Privately owned public schools. He wanted literacy work to continue in Abhiyan (campaign) mode instead of Andolan (revolution) mode.

Shri Arun Mishra of Garhwal (Uttaranchal) discussed how in his state efforts of literacy are poised to cross 80 percent level in case of males and 70 percent in case of females.

Shri PS Nair of SRC Kerala observed that registering a mere 13 percent raise in literacy level

in 10 years after spending crores of rupees is far too inadequate. He surmised that a substantial part of this raise must have come due to the natural process and NLM's contribution could just be only 6 to 7 percent which is too meagre.

Shri Livelekar of Pune University (Maharashtra) cited the case of Sant Gadge Baba, illiterate Chancellor of Open University, who succeeded in effectively motivating common masses for literacy while 'educated rulers' from Delhi have been persistently failing in this regard.

Dr. Madan Singh, Director, SRC, Lucknow (UP) wondered whether children are 'dropping out' from schools or are being 'pushed out'. He emphasised that voluntary effort in literacy must be duly recognised. He opined that although Collectors and District Officers are involved in education programme, yet it is called 'people's programme' only to pass the buck (efforts of officers like Collector of Chitrakoot, however, were an exception to the rule). He, therefore, emphasised that someone must own education programme.

Shri Atul Kumar, Secretary, JSS, Balia (UP) desired that the conflict between NGOs and government must end and cooperation between the two must grow. He wanted effective measures to be taken to arrest population growth as it is washing out all good efforts of literacy. He also cited the effort made in this regard through organising a Conference of Panchayat Pradhans in Balia District.

Shri MU Alam of North Bengal University (West Bengal) desired that an impact study may be conducted to ascertain whether the number of literates is, in fact, growing or not.

In his presidential remarks, Prof. KS Pillai observed that a growth of just one percent plus in literacy in 10 years in Kerala cannot be called a glorious achievement (it was 90 percent plus in 1991 and is 91 percent plus in 2001). He also emphasised the need for changing education practices.

The participants then split up into region-wise groups to carry forward the process of discussion. The recommendations of each group were presented by the Chairman/Rapporteur of the respective group in the Third Technical Session chaired by Shri BL Parekh. Shri Prem Chand of IAEA and Shri Satya Bhushan of JNU assisted Shri Parekh.

The recommendations of the South Group (comprising the four states of Andhra, Karnataka, Kerala and Tamil Nadu) were presented by the Rapporteur of the Group, Dr. L Raja. Dr. V Reghu was the chairman of the Group.

The recommendations of the Northern Group (comprising J&K, Panjab, Haryana, Himachal Pradesh, Uttaranchal and Delhi) were presented by the Group Chairman Dr. Mubarak Singh. Shri Satya Bhushan was the Rapporteur.

The recommendations of the Western Group (comprising Maharashtra, Gujarat and Goa) were presented by its Rapporteur

Dr. Asha Patil. Prof. Nanubhai Joshi was the Chairman of the group.

Recommendations of the Central Group (comprising Uttar Pradesh, Bihar, and Madhya Pradesh) were presented by the Rapporteur of the group Shri AH Khan. Dr. Madan Singh was the Chairman of the group.

Recommendations of the Eastern Group (comprising West Bengal, Orissa and seven Sister States of North-East) were presented by the chairman of the group Prof. VB Mohanty. The Rapporteur of the group was Shri MU Alam.

In his presidential remarks, Shri BL Parekh emphasised that in promoting literacy level in the country, services of *Anganwaris*, the number of which now exceeds two lakh, must be utilised.

On December 22, concurrent session of discussion on "Role of State and Civil Society in Adult Education During the Last Decade" was held in which presentations were made by: (1) Dr. Madan Singh on "Role of State"; (2) Prof. Vibhuti Bhushan Mohanty on "Role of NGOs"; and (3) Prof. KS Pillai on "Role of University".

The valedictory session of the Conference was addressed by Shri SS Patil, Chairman, Shri Gajanan Maharaj Trust.

The recommendations of the Conference will be forwarded to Directorate of Adult Education, Government of India for needful action in this regard.

In all, over 230 members representing different geographical regions of the country participated in the Conference. ■

Kamble Appointed Director of EPI

Shri BN Kamble, the newly elected General Secretary of Indian Adult Education Association has been appointed as Director, Engineering Projects (India) Ltd., a Government of India enterprise under Ministry of Heavy Industry and Public Enterprises for a three-year term with effect from December 7, 2001.

Besides being on the Consultative Committee of Food Corporation of India (FCI), Shri Kamble is the Chairman, Maharashtra State Branch of IAEA.

Role of IT in Higher Education

A three-day Ninth National Conference of Indian Colleges Forum, which commenced at Jaipur (Rajasthan) on December 28, gave a call to introduce qualitative changes in higher education by taking advantage of IT. Eminent educationists participating in the Conference pointed out that the society could be reformed only by improving education standards.

It was inaugurated by Rajasthan Governor Shri Anshuman Singh with an address in which he highlighted the need to accord highest priority to education which formed the basis for nation's human resource development and that of IT in improving education. ■

Zakir Hussain Memorial Lecture 2001

Prof. Madhu Dandawate -- former Union Minister for Finance, and Railways, and former Deputy Chairman, Planning Commission -- gave the lecture on December 20 during the Annual Conference of IAEA at Shegaon on "Social Roots of Gender Injustice". He was accompanied by his wife Smt. Promila Dandawate.

Shri Kailash Chandra Pant, Chairman, Madhya Pradesh Regional Branch of IAEA, presided over the event and also gave presidential remarks.

Tracing briefly the life and contributions of Dr. Zakir Hussain, Prof. Dandawate observed that, besides being a prolific writer, the philosophy and structure of education, more particularly the scheme of basic education, was given to the country by Dr. Zakir Hussain.

Prof. Dandawate observed that in India, woman is a symbol of sanctity but at the same time she is also a victim of the society as revenge against a family is taken against woman of that family mostly in the form of rape, causing her multiple injustice for she is raped in house, in court through cross examination, and in media through spicy reports. The situation becomes much worse in case of low caste woman due to permutations and combinations of class structure.

According to him, in times of

social turmoil, woman suffers most. He cited example of Noakhali in which a Muslim, at the behest of Mahatma Gandhi, kept three Hindu girls in his house to protect them from communal carnage. These girls, however, were later disowned by their parents simply for the reason that they had lived for so many days in a Muslim household.

Prof. Dandawate observed that gender injustice is deep rooted in Hindu mythology as witnessed in cases of Draupadi, Sita and Ahilya and Tulsidas in *Ram Charit Manas* has put his stamp to confirm it.

Among those who worked for emancipation of woman in India, he cited the efforts of Savitribai Phule (wife of famous Maharashtra's social reformer Mahatma Jyotiba Phule) and Dr. BR Ambedkar who insisted on incorporating women's right to inherit property in Hindu Code Bill.

To remedy the situation, Prof. Dandawate suggested effective check on male chauvinism by changing values so that a new culture and civilisation could be raised on the basis of genuine gender equality. Prof. Dandawate wanted the fight against gender inequality and injustice to be fought jointly by man and woman together. ■



Prof. Madhu Dandawate giving Zakir Hussain Memorial Lecture 2001

Pramila Dandawate Passes Away

Champion of women empowerment and emancipation of down trodden masses, well-known social activist, reputed political leader and Ex M.P. Smt. Pramila Dandawate passed away on December 31, 2001 at 5.00 p.m. at New Delhi following heart ailment. Hailing from Mumbai, she married Prof. Madhu Dandawate in early 1960s.

Participants of 50th IAEA



Smt. Pramila Dandawate being received in the Conference.

Conference at Shegaon have fresh and fond memories of late Smt. Dandawate when she accompanied Prof. Dandawate.

IAEA was fortunate enough to have Smt. Pramila Dandawate at Shegaon as this was perhaps her last appearance in a public function.

Members of IAEA family offer their heart-felt condolences to Prof. Madhu Dandawate on his bereavement.

प्रतिस्पर्धा और शिक्षा में सुधार

प्रधानमंत्री श्री अटल बिहारी वाजपेयी ने प्रतिस्पर्धा के इस युग में शिक्षा प्रणाली में आमूल बदलाव के लिए तुरंत पहल करने पर बल दिया। वे ३० नवम्बर को नई दिल्ली के विज्ञान भवन में स्थानीय श्रीराम कालेज आफ कॉमर्स के ७५ वर्ष पूरे होने के समारोह में बोल रहे थे।

श्री वाजपेयी के अनुसार २१वीं सदी प्रतिस्पर्धा की है और इस दौर में आगे रहकर ही अपनी पहचान स्थापित की जा सकती है। उन्होंने कहा कि आज की शिक्षा में डिग्री का कोई महत्व नहीं रह गया है क्योंकि डिग्री पर नौकरी मिलने की कोई गारंटी नहीं है। लिहाजा शिक्षकों की भूमिका में भी बदलाव लाने की जरूरत है ताकि कालेज से निकलने वाले छात्र के व्यक्तित्व में पूर्ण निखार आए।

प्रधानमंत्री ने जोर देकर कहा कि मानव संसाधन में भारत की एक पहचान बनी है। हमारे वैज्ञानिकों ने अंतरिक्ष विज्ञान के क्षेत्र में देश का नाम रोशन किया है लेकिन सूचना टेक्नोलॉजी की चकाचौंध के कारण चारों तरफ आईटी की ही चर्चा हो रही है।

ग्रामीण पाठकों/नवसाक्षरों के लिए लेखन पर गोष्ठी

पुस्तक वर्ष के संदर्भ में नेशनल बुक ट्रस्ट ऑफ इंडिया तथा छत्तीसगढ़ राज्य की दुर्ग जिला साक्षरता समिति ने संयुक्त रूप से दुर्ग में १८ नवम्बर २००१ को दो दिवसीय विचार गोष्ठी का आयोजन किया। विषय

था "ग्रामों व श्रमिक क्षेत्रों में रहने वाले पाठकों व नवसाक्षरों के लिए लेखन : चुनौतीपूर्ण दायित्व"।

सुराना महाविद्यालय दुर्ग में आयोजित इस संगोष्ठी को छत्तीसगढ़ विधानसभा अध्यक्ष श्री राजेन्द्र प्रसाद शुक्ल ने सम्बोधित करते हुए कहा कि अक्षर ब्रह्म है। साक्षरता होनी चाहिए। किन्तु साक्षरता से भी अधिक महत्वपूर्ण है यह चयन करना कि नवसाक्षरों को जो किताबें दी जाएं वे उनके लिए उपयोगी हों तथा उनके लिए अच्छे और सुबोध साहित्य का सृजन हो।

कंप्यूटर साक्षरता का प्रयास

निजी क्षेत्र की अग्रणी कंप्यूटर प्रशिक्षण संस्था एन आई आई टी तथा भारत की प्रमुख पोर्टल इंडियाटाइम्स ने मिलकर २ दिसम्बर २००१ को विश्व कंप्यूटर साक्षरता दिवस के रूप में मनाने के उपलक्ष्य में एन आई आई टी ने दस घंटे का एक पाठ्यक्रम तैयार किया है जिसकी फीस है मात्र ५०० रु।

ऐसे २० हजार मुफ्त पाठ्यक्रम भी आठ हजार जनप्रतिनिधियों को और १२ हजार स्कूली विद्यार्थियों को प्रदान किए जाएंगे।

Focus on Female Literacy

In order to improve the average literacy rate for women at the national level, which at present is 54.16 per cent, the Union Ministry of Human Resource Development has decided to spend Rs.3800 crore on elementary education programme for girls during 2001-2002 while Rs.200 crore could be spent on Adult Education programmes.

AGM and Election of Haryana Branch

The Annual General Meeting of IAEA Haryana Branch was held on December 2, 2001 at Rewari. Besides approving its accounts for 2000-01, constituting sub-committees for different tasks and resolving to strengthen branch's activities up to District level, the meeting elected its following office-bearers for the term 2002-03:

Chairman: Shri RN Mahlawat;

Vice-Chairman: Shri Ranbir Singh Kadyan (of Jhajjar);

Secretary: Smt. Chander Kanta;

Treasurer: Shri Surender Kumar (Gurgaon);

Members of Executive

Committee: Shri HS Yadav (Rewari); Shri Ajaiwant Malik (Rohtak); Shri Desh Raj (Gurgaon); Prof. Baljit Singh (Rohtak); Shri Krishan Kumar (Mahendragarh); Shri Ramesh Hooda Adi (Panchkula); Smt. Darshana (Rewari); Shri Rishi Raj Malik (Faridabad); and Dr. RS Yadav (Kurukshetra).

Review Meeting of TLP in Guntur

A meeting to review Total Literacy Programme in Guntur District of Andhra Pradesh was held at Guntur on November 19, 2001 with the District Collector Shri Hiralal Samabiya in the chair. All the Coordinators of 19 Assembly Constituencies, District Deputy Director of Adult Education and their staff participated in the meeting.

Hony. Doctorate to Draper

On November 20, 2001, Rajasthan Vidyapeeth (Deemed) University, formally awarded its honorary doctoral degree of Vidya Vachaspati (Ph.D.) to Prof. James A Draper, Professor Emeritus, Department of Adult Education, Ontario Institute for Studies in Education, Toronto University, Canada, in recognition and appreciation of his manifold contributions to Indian Adult Education and for fostering Indo-Canadian friendship during the past four decades.

Earlier, during the Diamond Jubilee Year (1999-2000), the

Indian Adult Education Association had presented in March 2000 its Diamond Jubilee Award to Prof. Draper in recognition of his outstanding contribution to the development of Adult Education in India.

Besides teaching and writing extensively on Adult Education (his 16th book has been published recently), Prof. Draper has maintained a professional contact with India for the past 37 years. He came to help establish the first University extension/education department in India at Rajasthan University, Jaipur, in 1964 and worked on it with

another international expert up to 1966. During his stay in India, he was involved in a number of committees to plan the first All India Conference on Adult Education at Mount Abu in 1965, and First All India Conference on University Continuing Education at Bhopal in 1965. Prof. Draper taught the first graduate course on adult education in India and was also involved in offering first Post Graduate Diploma in Adult Education, and in organizing various extension programmes and many other activities, in collaboration with other Indian and Canadian colleagues.

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17-B, Indraprastha Estate
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TO

IAEA

INDIAN
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NEWSLETTER

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New IAEA Course Launched for April

Pursuing since 1991 its programme of organising a 10-day course on Research Methodology and Recent Developments in the Field of Adult Education in India and Overseas to impart basic skills in conducting researches in the field of adult continuing education to familiarise participants with current policies and programmes, Indian Adult Education Association has scheduled a new training course on 'Recent Developments in Adult Continuing Education and Research Methodology' to be held at New Delhi from April 15-25, 2002. This residential course will be conducted by IAEA in collaboration with the Group of Adult Education, Jawaharlal Nehru University, at IAEA Headquarters, 17-B, IP Estate, New Delhi - 110 002.

The course contents will include, Hamburg Declaration of Life Long Learning, Dakar Declaration on Education-for All, revised scheme of Continuing Education, pre-datory training and research, formation of self-help groups, Open Basic Education, role of media, issues of urban literacy, feminist perspectives in literacy, innovative CE programme, writing for neo-literates, Ethnographic and Survey Research, statistical techniques, hands-on training in computers, and review of select publications.

Faculty for the course will comprise experts drawn from University of Delhi, JNU, Jamia Millia Islamia, Indira Gandhi National Open University, National Institute of Educational Planning and Administration, National Open School, National Institute of Adult Education, Directorate of Adult Education, etc.

Fee for this IAEA subsidized course is Rs.2,500/- (two thousand five hundred only) which will include costs of boarding and lodging for ten days (in double seated rooms), reading materials and field visit. However, participants will be required to make their own arrangement for travel, etc., to and fro New Delhi.

The amount of course fee (Rs.2500/-) must be remitted in advance through a Bank Draft drawn in favour of Shri KC Choudhary, President, Indian Adult Education Association, 17-B, IP Estate, New Delhi-110002, at the earliest.

IAEA Annual Conference - Recommendations of Regional Group

As reported in the January issue of *IAEA Newsletter*, participants of the Conference were organised into five regional groups.

Composition of each group was as follows: NORTH -- Dr. Mubarak Singh (J&K) *Convenor*, *Members*: Shri RS Dahiya (Haryana), Shri NC Pant (Secretary North Region) and Dr. Satya Bhushan (Delhi) (*Rapporteur*). CENTRAL -- Dr. Madan Singh (UP) *Convenor*, *Members*: Shri PK Sundriyal and Shri Atul Kumar (UP); Shri KK Srivastava, Shri Narayan Chauhan, Shri Rajesh Choudhary, Dr. Rita Kothari, Ms Rekha Dwivedi, Smt. Himani Ojha, Ms Shamim Sheikh, Smt. Kamala Chaudhary, Dr. MS Ranawat, Shri Kailash Chandra Pant, and Dr. Ashok Kumar (*Rapporteur*) (all from Madhya Pradesh); Shri Dwarko Sundrani, Dr. AH Khan, and Shri Patil (from Bihar); Dr. Arun Mishra (Uttaranchal); and Shri Shyam Sunder Nandwana, Shri Purushottam Sharma, Smt. Indira Purohit, Shri Madan Singh Sankhla, Engineer Abdul Ajeez

Khan, and Shri Susheel Kumar (all from Rajasthan). WEST -- Dr. Asha Patil (Maharashtra) *Convenor*; *Members*: Dr. Raja Pokharapurkar, Shri Tej Nivalikar, Shri BN Kamble, Shri HS Khadke, Ms. Deepali Sawant (all from Maharashtra); Dr. Nanubhai Joshi, Shri MS Tomar, Shri Arun Gandhi, and Ms Ramila Patel (all from Gujarat). EAST -- Prof. BB Mohanty (Orissa) *Convenor*, *Members*: Smt. Rajshree Biswas, Smt. Panchali Roy, Smt. Geeta Kundu, Smt. Minati Biswas, Shri Chandi Bag, Shri Ali Bordi Mallick, Shri Rashbihari Acharjee, Shri Ananta Kumar Roy and Shri MU Alam (*Rapporteur*) (all from West Bengal); Shri Shibram Mishra, Shri Ghaneshyam Nayak (both from Orissa); SOUTH -- Dr. V Reghu (Kerala) *Convenor*, *Members*: Dr. KS Pillai, Shri K Ayyappan Nair, Shri TS Nair, Shri DN Kamath, Shri C Narayana Pillai (all from Kerala); Dr. AP Reddy (AP); Prof. SB Saligounder, Prof. Hiremath, Prof. KR Susheele Gowda (all from Karnataka); Smt. R Kalpana, and Dr. L Raja (*Rapporteur*) (Tamil Nadu).

RECOMMENDATIONS :

NORTH GROUP -- (1) To overcome lack of coordination between State (Central and State Governments) and civil society (Universities, NGOs and other agencies), networking facility for information in terms of listing illiterates, volunteers, dissemination of material prepared by SRCs, NLM, Universities and other agencies must be evolved. (2) SRCs should be responsible for monitoring, evaluation and training of personnel involved in literacy programmes. (3) Functional skills de-

velopment among the illiterates should be emphasised in tandem with literacy acquisition to reduce drop-out rate. (4) Honorarium should be paid to volunteers and literacy programmes should not depend on volunteers only. (5) It should be made mandatory for those undergoing professional training courses in Education to make some adults literate. (6) Need to involve larger number of committed people in adult literacy programmes to accelerate pace of literacy at grass-root level.

CENTRAL GROUP -- (1) The Hindi-speaking states must no longer be addressed as 'Bimaru' states as they have succeeded during 1991-2001 in attaining the national rate of literacy. (2) A favourable environment has been created for literacy programmes in these states and effort now must be made to enhance it further. (3) The pace of literacy has gone up during the decade due to greater enthusiasm and wider participation of females in literacy programmes which needs to be stepped up further. (4) Establishment of new of Panchayati Raj system, reinforced by reservation for women, in these states has created additional enthusiasm and awareness for self-realisation among the people regarding unavailability of literacy in carrying out their responsibilities, and women desiring that all family members must become literate. (5) In these states, as compared to urban areas, the literacy rate has gone up in rural areas which signifies higher level of awareness among rural folks. (6) Since means of communication have played an important role in the

growth of literacy rate, there is need to further strengthen these. (7) Mediums of folk arts -- i.e. folk songs, street plays, puppet shows, *Aalha*, etc. -- have proved to be very effective in conveying the importance of literacy to the people. (8) Coordination of literacy workers with other programmes of development -- like health, agriculture, women welfare, etc. -- has proved to be very beneficial and needs to be strengthened further. (9) For spreading literacy among minorities and Backward Classes, the strategy of selecting enthusiastic workers from among them only has paid rich dividends. Therefore, this process must be carried further. (10) Contribution of honorary workers in the field must be praised and appreciated. Under no circumstance, such workers be subjected to sermons and lectures. (11) Without creating fear psychosis of evaluation, there is need to keep watch on progress of literacy and adult education programmes and that to extend cooperation as and when needed. (12) Responsibilities for carrying out literacy and adult literacy programmes may be entrusted to different expert bodies, strictly according to their level of expertise. (13) Out of the various organisations working in the field of literacy, achievements of organisations functioning better must be given due publicity. (14) Multidimensional use of Jan Shikshan Sansthan may be made in areas where JSS exist. Effort must be made to make the programme successful through taking up appropriate income-generating programmes. (15) For these programmes, greater importance

may be attached to rope in people having positive approach. (16) The present form of literacy needs to be diverted towards functional literacy to facilitate realisation of a developed civil society, for literacy must enhance respect for both society and social service.

WEST -- (1) There is need for good coordination between universities and SRCs. (2) There is need for good coordination between universities and Zila Saksharta Samities (ZSS). (3) Universities willing to take up research in areas of literacy and adult literacy should be provided special funds for this purpose, either from NLM or ZSS. (4) Universities should be involved in training, curriculum development and research. (5) Districts, which have received sanction for Continuing Education Scheme, should receive funds regularly for that purpose.

EAST -- (1) The NLM norm should properly be followed in declaring a district literate or whatever percentage it has achieved in the field literacy campaigns. (2) Post Literacy Programmes and Continuing Education Programmes must be launched soon after completion of Total Literacy Campaigns so that the neo-literates do not again become neo-literates. (3) High drop-out rate in Primary Schools is an alarming situation. Measures should be taken for arresting it. (4) Facilities should be extended to the NGOs for organising literacy activities more effectively at the Government level. At present, it is being diluted day-by-day due to political reasons. Otherwise, the slogan "Education

Mhow Felicitates Choudhary

The citizens of Mhow turned out on January 20 on the lawns of Nikunj Restaurant to organise a grand function to felicitate Shri Kailash Chandra Choudhary on his elevation as President of Indian Adult Education Association.

Shri Kailash Chandra Pant, Secretary, Madhya Pradesh Rashtrabhasha Prachar Samity, presided over the function; Shri Sardar Singh Dangas, Chairman, Madhya Pradesh State Backward Castes Commission, was the Chief Guest.



Shri KC Choudhary flanked on his left by Shri KC Pant, Shri Sardar Singh Dangas and Smt. Kamla Choudhary

for All" will remain an empty rhetoric. (5) There should be joint evaluation teams comprising representatives of concerned State Government Departments and representatives of NGOs, having the freedom for co-opting any person, expert specialist in this field either for the entire period of evaluation or for a particular period. (6) Teaching-learning materials should be prepared in people's conversational languages. There are many NGOs who possess wealth of experience in preparing materials which are easily read and understood by the people. ZSS have been given the responsibilities in designing, de-

veloping and producing teaching-learning materials for literacy and post-literacy programmes. This situation makes the job of SRC both easy and difficult; easy because, they have a lot of meaningful materials before them, and difficult because they have to select which material is suitable for whom. (7) Proper training should be designed keeping in view the needs of the trainers and trainees. Appropriate curriculum has to be developed. Training programmes for adequate durations should be designed and implemented. (8) TLC/PLP should be completed within the stipulated period/time. (9) Literacy function-

aries should be paid adequate honoraria. (10) The SRCs and NGOs should use Street Plays, *Kabigaan/pala*, *Daskathia* and other local folk forms of communication for raising awareness of the people. (11) Cycle-Libraries should be used for PLP. (12) A campaign is a highly intensive programme of short duration. It has to be organised and sustained to accelerate development of on-going programme. (13) TLC and PLP should have built-in components of income-generating activities.

SOUTH -- (1) Problems should be identified in various target groups to find out solutions. (2) High, medium and lower profile areas may be identified to impart training accordingly. (3) Area-specific programmes be launched at all levels. (4) Evaluation strategies may be changed on the basis of various computer techniques to be adopted. (5) There should be a convergence approach between NGOs, and GO's. (6) Reading materials should be prepared with the help of local experts and more success stories may be included. (7) Along with literacy, strategies like Disaster Management, Environment Protection, Anti-terrorism, Disarmament and Communal Harmony may be added in the training as well as teaching materials. (8) Programmes should be designed for action and applied research. (9) Panchayats may be involved in CEC programmes as it has constitutional right to perform. (10) Appropriate Action Programme through TV, AIR, News papers be included for which Government should take necessary steps in the field ventures. (11)

Special programmes for the benefit of SHG's, Handicapped, and others may be prepared. (12) Making use of IT for constructive and sustainable development of literacy and life-long learning because we happen to be in the computer age. (13) Nomenclature of Adult Education may be changed to add to it life-long education. (14) What we need today is dedication towards education, otherwise education becomes business. As Mahatma Gandhi said "A small body with a determined spirit and unquenchable faith can alter the course of history". (15) For the New Millennium we need new direction and new strategies. Therefore, the time has come to act now: *Abhi Nahi To Kabhi Nahi* (Act now or never).

Proceedings of the concurrent workshops held during the IAEA Annual Conference at Shegaon will be reported in the March issue of the *Newsletter*. ■

Workshop on NLM-University Partnership in Literacy Programme

The Delhi University's Department of Adult, Continuing Education and Extension (DACEE), in collaboration with the Directorate of Adult Education (GOI) (DAE) organized a three-day National Workshop on "Developing Partnership between National Literacy Mission and Universities in Literacy Programme" on January 16-18, 2002 at New Delhi. The aim was to identify areas of reciprocal concerns and developing strategies for a sustained NLM-Universities relationship. The technical sessions of the Workshop were devoted to

discuss role of Adult and Continuing Education Departments in continuing education, training, materials, media, equivalency, PERC, co-ordination and networking, mobilisation of community resources and monitoring of Continuing Education Centres.

In his opening remarks, while Shri Vishnu Kumar, Director, DAE, concentrated on networking and capacity building, Prof. TKV Subramanian, Head & Dean, DACEE, asked the delegates to map the contours of adult education as a discipline and the pattern of partnership between NLM and Universities in adult education. In welcome address, Smt. Kusum Vir, Joint Director, DAE, drew attention of the delegates to newer areas of collaborations.

Some major recommendations of the workshop are: (1) Efforts needed to take Adult Education beyond literacy. (2) Need to identify some Universities as model training centres. (3) Promoting research on limitations of training in improving community participation. (4) Need to give space to Universities in various aspects of material preparation. (5) Projecting a correct picture of literacy programme in terms of successes achieved. (6) Developing a system of broad-based evaluation. (7) Developing a system of equivalency, etc.

Two papers on "Role of Universities in Continuing Education" by Dr. Vandana Chakrabarty, and "Continuing Education: Changing Perspective" by JP Dubey and a write up on material preparation by Dr. Nishat Farooq were presented in the workshop. The participants were drawn from the

University Departments of Adult and Continuing Education of U.P., Uttaranchal, M.P., Chattisgarh, Himachal Pradesh and Jammu-Kashmir.

Prof. TKV Subramanian, Shri Vishnu Kumar, Shri Mohan Kumar, Smt. Kusum Vir, Shri KC Choudhary, Prof. SY Shah, Prof. SK Bhati, Ms. Nishat Farooq, Ms. Anita Priyadarshini, Prof. AK Jalaluddin, Dr. Mustaq Ahmed, Shri Krishna Kumar, Shri Harpal Singh, Dr. Shaibal Gupta, Dr. MK Jamnar, Shri Sushil Kumar, Shri Mridula Seth, Dr. Poonam Dhawan, Dr. Vandana Chakrabarty, Dr. Kanwal Singh, and Shri JP Dubey, provided academic resource support.

The workshop was an outcome of the initiative taken by Shri Vishnu Kumar, Smt. Kusum Vir and Prof. TKV Subramanian. The core committee of the Workshop comprised Smt. Kusum Vir, Prof. SY Shah, and Shri JP Dubey. ■

National Prize Competition on Literature for Neo-literates

The Directorate of Adult Education, Government of India, has invited manuscripts for competition on literature for neo-literates in 17 languages, i.e. Assamese, Bangla, Gujarati, Hindi, Kannada, Kashmiri, Malayalam, Marathi, Oriya, Punjabi, Sindhi, Tamil, Telugu, Urdu, Konkani, Manipuri and Nepali. Manuscripts are required to be based on the needs and interests of the people and within the reading ability of the neo-literates emerging from literacy campaigns. Prize money for each

manuscript selected is Rs.5,000 only. The last date of submission of entry is February 28, 2002.

Topics for the competition are:

(1) Locally relevant topics covering day-to-day life of the learners, such as health issues, social and economic issues. Information on agriculture, animal husbandry and supplementary vocations, viz. Horticulture, Sericulture etc., and skill development.

(2) Core contents covering national concerns like National Integration, Communal Harmony, Protection of Environment, Empowerment of Women, Development of Scientific Temper, Small Family Norm, Population and Development Education etc., and Reading for Information.

(3) Reading for Pleasure: Folklore, Ballad, Mythology Festivals, stories, jokes, riddles, life sketches of eminent persons, etc.

Grades prescribed for manuscripts are as follows:

(a) *Grade - I* contents should be very simple, interesting, familiar relating to one's family, community and district. Sentence length up to eight words; paragraph length may be 25 to 30 words; text length 250 to 500 words; and illustrations 50 to 60 percent.

(b) *Grade - II* should be informative, explanatory related to the world beyond community and the district, it is called descriptive stage. Sentence length up to 10 words; paragraph length 30 to 40 words; text length 500 to 800 words; and illustrations 40 to 50 percent.

(c) *Grade - III* should include more knowledge and minor skills,

and introduction of rural technology. It is called technical stage. Sentence length up to 12 words; and paragraph length 40 to 50 words.

Presentation style of the entries should be the one commonly used to express ideas and thoughts which are well known to the neo-literates, such as Story of Folklore, Dialogue, Song, Kathavachan, Jokes, Riddles, Drama, Science Fiction, etc.

Terms and conditions of the competition are as follows:

1. The manuscript should be on full-scape paper typed neatly in double space of equal length or legibly hand written on one side of the paper with a wide margin.

2. Each participant in the competition should submit four copies of the manuscript with following details in one copy only: (a) Title of the manuscript in Roman Script, (b) Thematic content in brief, (c) Name and complete address of the author with Fax/ Phone Number, (d) Language of the manuscript, (e) Number of words and grade in which it falls, and (f) Number of illustrations and their percentage to the text.

3. Rest of the three copies should not have the name and address of the writer.

4. Only individuals and authors who are citizens of India and who are alive at the time of submitting the entries will be eligible for the competition.

5. Officers and employees of M/o HRD, Deptt. of Elementary Education and Literacy including its subordinate offices, their dependents and relatives are not eligible for participation in this competition.

6. A manuscript which has

already been selected for prize/award in any competition conducted by Govt. or Semi-Govt. organizations should not be submitted. If any falsehood is detected in this regard, Director DAE will have the right to take legal action and to cancel the prize, if awarded to such an entry.

7. The prize winning books will be treated as the property of the DAE/NLM.

8. In all matters and disputes, decision of the Director, Directorate of Adult Education, Govt. of India, New Delhi will be final for those who are citizens of India and who are alive at the time of submitting the entries will be eligible for the competition.

5. Officers and employees of M/o HRD, Department of Elementary Education and Literacy, including its subordinate offices, their dependents and relatives are not eligible for participation in this competition.

6. A manuscript which has already been selected for prize/award in any competition conducted by Government or Semi-Government organizations should not be submitted. If any falsehood is detected in this regard, Director DAE will have the right to take legal action and to cancel the prize, if awarded to such an entry.

7. The prize winning books will be treated as the property of the DAE/NLM.

8. In all matters and disputes, decision of the Director, Directorate of Adult Education, Government of India, New Delhi, will be final and binding.

9. All the writers will have to send the following undertaking alongwith the manuscript: "I cer-

tify that the manuscript titled "-----" is my original work and has not been borrowed or copied from any other source. I undertake that the decision of the Director, DAE, New Delhi, with regard to selection of award winning entries in the national prize competition of literature for neoliterates 2001-2002 as well as in the matter of dispute due to acceptance and rejection of my manuscript/entry shall be final and binding on me".

The manuscripts must reach Director, Directorate of Adult Education, Government of India, M/o Human Resource Development, 10, Jamnagar House, Shahjahan Road, New Delhi - 110 011 on or before February 28, 2002. ■

Workshop for Women Field Workers in Rural Areas

To orient and train women field workers from rural areas on some focal women related issues, Delhi University's Department of Adult, Continuing Education and Extension (DACEE) organised a two-day workshop on December 27 and 28 at Delhi. The workshop was a follow up of the National Seminar on "Empowerment of Rural Women Through Education and Skill Formation" organised by DACEE in collaboration with All India Committee for Eradication of Illiteracy Among Adult Women (AICEIW) on July 17-18, 2001.

Smt. Janaki Rajaram, Vice-President, All India Women Conference, besides stressing the need to create awareness among rural women on their problems and their solutions, advised in her

inaugural address that NGOs and development agencies should work in inaccessible areas to know the causes of deprivation of women inhabiting those areas and act accordingly to ameliorate their conditions.

Prof TK Venkatsubramanian, Dean, Faculty of Social Sciences and Head, DACEE, in his welcome address, desired that the academic community and NGOs must work jointly, pooling their expertise and experience, for the benefit of the rural women.

Major issues covered in the workshop were: (1) Some skills for rural women, (2) Mother and child care, (3) Nutrition, (4) Self-help groups, (5) Hygiene and sanitation, and (6) Human rights for rural women.

A number of presentations on Workshop's theme were made.

To identify some core issues related to the theme and to prepare draft courses on these, the participants were divided into the following groups: (1) Mother and child care, (2) Legal awareness, (3) status of women, (4) Human rights, and (5) Income generation.

Thirtyfive Social Education Workers and Supervisors working in social education centres participated in the workshop. ■

People don't dislike
work ... help them
to understand
mutual objectives
and they'll drive
themselves to
unbelievable
excellence.



Mohanty, Jagannath Ed. *Primary and Elementary Education*, New Delhi. Deep and Deep Publications Pvt. Ltd., 2002, p 763, Rs.990.

The book is divided into five parts. Part I is titled "Policy and Programmes of Primary/Elementary Education: International and National" in which there are 15 chapters dealing with the role of various international bodies, like UNESCO, UNICEF, UNDP, World Bank and UNFPA in the field of universalisation of Primary/Elementary Education and Elimination of Mass Illiteracy, National Education system and National Policies, New Trends in Education, like Deschooling Movement, Life and Materials for Professional Growth of Primary School Teachers, Minimum Levels of Learning and the constitutional Provisions and Amendments in Education and so on. All these chapters though concerned with education in general, seek to focus on Primary/Elementary Education in particular.

The part II on "Growth and Development of Primary/Elementary Education" contains, again 15 chapters directly concerned with the growth and development of primary/elementary education, role, objectives and functions of primary education, universalisation of elementary education, disparities in elementary educa-

tion, innovations in elementary teacher and adult education, Operation Black Board, curriculum development/reconstruction elementary education as Human Resource Development, equalisation of educational opportunity, learning without burden, UN system support for community-based primary education, DPEP, Education Guarantee Scheme and Alternative Elementary Education.

Part III titled "Organisation and Management of Primary/Elementary Education" also embodies 15 chapters discussing role and responsibilities of teacher in effective teaching and successful teachers, in-service education and training for teachers, classroom organisation and management, duties and functions of the Headmaster, School Community Relationship; Improving Classroom Activities, organisation of co-curricular activities, Art Education in the NPE 1986-1992; role of children's literature in elementary education. Evaluation for improving the teacher-learning process, teaching techniques and skills and audio-visual education. All these chapters seek to improve the quality and effectiveness of primary education.

The part IV, titled "Sociological and Psychological Aspects of Primary/Elementary Education", consists of 17 chapters which generally deal with various constraints and concerns of different groups of clientele. The chapters mostly dwell upon education of girls, children of the underprivi-

leged, Scheduled Castes and Tribes, Backward Learners, specially handicapped children.

Part V, entitled "Democracy and Primary/Elementary Education: Case Studies and Investigations", include seven studies and research report in brief which are related to primary education in its various aspects and dimensions like impact of democracy on primary education, inspection report of primary school, method of inspection of primary schools, need of early childhood education for UEE, efficacy of the field trip in teaching social studies, (Primary) reading interest of children, problems and prospects of school-community co-operation for democratisation and improvement of primary education.

The last part comprising appendices gives excerpts of four important documents of the Government of India, UN Agencies and NCTE, New Delhi containing useful information for planners, teachers and supervisors to help them perform their duties more effectively.

Madhukar, Indira. *Internet-based Distance Learning*, Delhi, Authors Press, 2002, p 289, Rs.550.

The present book is devoted to analysing the impact of Internet revolution on the educational world and discussing the relevance of the changes against the context of time and space, and the concerns that have emerged in consequence. The book is an essential reference tool

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for academics, students, teachers, educators and the public who are in search of alternative methods of learning in response to the globalisation of education.

Patil, V.T. *Virtual Education: Dimensions of Educational Resource*. Delhi, Authors Press, 2002, p 251, Rs.550.

The book is divided into nine chapters. Chapter one is on virtual reality in education. Chapter two deals with the virtual learning. Chapter three is on virtual teaching and student engagement. Chapters four and five are

on multimedia retrieval and instructional technology and virtual space. Chapter six is on millennium education in virtual world. Chapters seven and eight are on teacher education, virtual games and globalisation of teacher training. The last chapter is on distance education and virtual lessons.

Sharma, R.A. *Advanced Educational Technology*. Meerut, Loyal Book Depot, 2000, p 604, Rs.950.

The book is divided in six parts. Part one is on educational technology and distance educa-

tion. Part two and three are on teaching technology and teaching approach. Part four deals with innovations in teaching. Part six is on instructional technology, and the last part is on training technology.

The book attempts to cover the field of educational technology, its concepts, theory and practices. The author has examined ideas which brought about revolutionary change in educational technology, problems that confront educational technology, and the practices behind this new area of study which demand a very thoughtful and critical analysis.

REGISTERED NEWSPAPER

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

TO



Higher Budgetary Allocation for Elementary Education and Literacy

In anticipation of clearance of 93rd Constitutional Amendment Bill -- making free and compulsory education for all children in the age group of 6-14 years a fundamental right -- by the Rajya Sabha, Union Budget for 2002 has envisaged a 22.5 per cent raise in allocation for Department of Elementary Education and Literacy (DEEL).

As Union Government visualises universalisation of elementary education through its Centrally sponsored *Sarva Shiksha Abhiyan* (SSA), the DEEL has been allocated Rs.4,900 crores for SAA. In addition, a three-fold increase (from the existing Rs.500 crores) has also been made for District Primary Education Programme (DPEP).

Since many of the existing projects are to be subsumed by SSA, allocations for Operation Blackboard and the Non-Formal Education -- Education Guarantee Scheme and the Alternative Innovative Education Scheme have been reduced from Rs.520 crores to Rs.58.50 crores in the case of

the former and Rs.399 crores to Rs.1.80 crores for the latter.

Besides SSA and DPEP, the biggest jump in percentage terms has been in the allocation for the North-Eastern States where it has gone up from Rs.1 crore to Rs.388 crores. Similarly, there is a quantum jump in the lump sum provision for projects and schemes for the region in the allocation for the other two departments within the Human Resource and Development Ministry -- the Department of Secondary Education and Higher Education and the Department of Women and Child Development (WCD).

Need to Expand Distance Education

The Union Education Secretary, Shri BK Chaturvedi, in his valedictory address, given on February 22 in New Delhi at the end of a Conference of Asian Association of Open Universities, revealed that only six percent of Indian children enrolling in schools enter universities -- as against 25 per cent in developed societies and announced plans to use distance teaching to help deliver higher education to more students.

Shri Chaturvedi blamed several factors for such a high level

RESEARCH METHODOLOGY COURSE POSTPONED

The Research Methodology Course scheduled to start from 15th to 25th April 2002 (as announced in last issue of Newsletter) has been postponed.

New Dates of the course will be announced later.

Inconvenience caused, if any, is deeply regretted.

KC Choudhary
President, IAEA

of dropouts: discrimination against girls, "inadequate" quality of teaching, "poor methods" adopted by several schools and inability of some sections of students to pursue studies.

According to him, the annual enrolment in all 260 universities and 13,000 colleges across the country was less than two million which constituted only six per cent of children enrolling in schools. He stressed the need to raise this proportion to 10 per cent, but said that increasing capacities of Indian universities or colleges on such a massive scale over the next five

years was not feasible and a major burden would have to be borne by open school system.

Shri Chaturvedi stated that besides Indira Gandhi National Open University, India has nine State Open Universities and 64 Universities offering on-campus and distance teaching.

He informed that the total number of students in India pursuing under-graduate and post-graduate studies in arts, sciences, commerce, engineering and other academic streams is estimated at eight million.

NCERT Launches First National Education Survey

Aiming at providing wider coverage of educational status and better inputs to educational planners and other data owners, the National Council of Educational Research and Training has for the first time, launched the All India School Education Survey (AISES) to cover data on school children with disabilities, enrollment, teachers in unrecognised schools, children and educational volunteers. It would include Sanskrit schools and Madrasas. This information was given by Shri BK Chaturvedi, Education Secretary in the inaugural function of Data Users' Conference at New Delhi on February 13. He also emphasised the importance of a comprehensive databank which would provide realistic inputs to the planners and its users.

It is hoped that the NCERT, in collaboration with National Informatics Centre (NIC), would be able to generate reports for the survey at the earliest possible time.

Mathews Addresses Innovative Course

Shri Jagan Mathews, Director General, NLM gave valedictory address in an innovative 32-session course on Organisation and Management of Creches conducted for neoliterate women at Kusumpur Pahadi urban slum, Vasant Vihar, New Delhi on December 27. He also interacted with the course participants and distributed certificates to them.

Conducted at a local community centre during 1130 to 1430 hrs daily, when most of the slum dwelling neoliterate women were free, the course was designed with the help of Mobile Creche. As part of the course, a set of two booklets on adult literacy were also developed and tried out. The course opened up immediate job opportunities for 20 neoliterate women to set up independent creches and thereby augment their income, besides enabling them to reinforce their reading skills through the two booklets.

It was jointly organized by the Group of Adult Education, JNU; SRC Jamia Millia; Mobile Creche; and Nirantar -- a feminist NGO. Besides employability, this short course was designed because all regular courses in childcare are of one year duration and are available only to those who have studied up to class tenth.

National Workshop on Children's Rights

Community Aid and Sponsorship Programme (CASP), an NGO founded in 1975 by Dr. SD Gokhale for the disabled and underprivileged children, recently organised the second National

Workshop on Children's Rights at Delhi. The aim of the workshop was: (1) to create awareness among the children from not very well-off backgrounds and to educate them about their rights; (2) to convey the problems faced by the children from various strata of society to the authorities; and to discuss wide range of topics from child rights in India, to participation of students in school administration.

Children from various branches of CASP-Plan from different states participated in the workshop.

To help realisation of children's rights to voice their views and demand answers from their elders, the CASP has formed Bal Panchayats (on the lines of Gram Panchayats) which function as a platform for children to air their views. The kids work together, chalk out the problems faced by them in their localities or in the school and then work together with CASP to solve it. For example, if the students find that their school teacher remains absent for a majority of time, then they convey this to the authorities in a unique manner, by organising puppet shows, street plays, rallies, campaigns and debates. All this is done by children themselves with a minimal support of their elders.

CASP not only gives the children a platform but also takes care that backward and underprivileged children get proper education. CASP volunteers also mark out kids needing financial assistance by allotting 'Foster Child' card. Besides organising sponsorships, CASP provides all kinds of assistance to the children

contd on page 6 col 3

Recommendations of Shegaon Concurrent Workshops

During 50th Annual Conference of IAEA held at Shegaon (Maharashtra) from December 19-22, 2001, six Concurrent Workshops were also held on December 20. Members attending the Conference were divided into six groups which independently deliberated in detail on different themes and subsequently presented their recommendations in a joint session.

Group One : Continuing Education and Resource Mobilisation for Continuing Education

Chairman: Dr. Sudhir Chatterjee (West Bengal); and *Reporteur:* Dr. V Reghu (Kerala)

Recommendations

1. A suitable environment may be developed so that Panchayats are able to perform their legal responsibilities in CEP.

2. NGOs may be encouraged to play specific roles to strengthen the CEP.

3. Specific strategies (as discussed earlier) are to be developed for further identification and mobilization of resource for the organisation of the programme.

4. Media (print and electronic) may be further encouraged and mobilised for CE.

5. Each agency (like government departments, universities, ZSS, NGOs, Technical institutions) may be given specific roles (e.g. Engineering Colleges/Polytechnic can support, income-generating programmes with their resources -- men, money, materials etc.).

6. Research studies (Documentation, etc.) to be made more systematic in accordance with the specific needs of CEP (e.g. marketing of materials is a problem - how to face this issue, and solve the problem.)

7. Types/quantity of resources needed for the programme may be identified sufficiently in advance at different levels. Then strategies and techniques may be formulated to achieve the goal in a time-bound and phased manner.

8. A positive "Political Will" needs to be developed and maintained for effective implementation of the programme.

Group Two : Role of NGOs: Problems and Solutions

Chairman: Prof. BB Mohanty (Orissa); and *Rapporteur:* Shri KK Sethi (MP)

Recommendations

1. Term 'NGO' hides the reality more than it reveals. Although the original intention was to take governmental efforts to their legitimate culmination through non-governmental organisations, yet over a period of time, according to the emerging consensus, it could barely fulfil the administrative objectives. Therefore, it would be appropriate to call these organisations 'voluntary organizations' instead of 'non-governmental organizations'.

2. All voluntary organisations must set their objectives, goals and programmes according to local conditions only and not according to imagination or certain commitment.

3. It has been observed that government keeps changing its policies time and again which compels voluntary organisations to change their direction. Therefore, government, both at the Central and State level, may be requested to formulate long-term programmes based on long-term policies to ensure that these programmes continue undisturbed without obstructing attainment of targets.

4. As far as possible, each voluntary organisation must develop its own financial resources. This will, on one side, reduce dependency on government and help establish autonomy in the true sense, on the other. For this purpose, it would be in order to create a permanent fund. This process can be facilitated through accrual of durable income from some permanent assets.

5. The organisations must take up assignments only according to their capacity. Taking up new projects merely for quick gains or due to availability of ample funds adversely affects direction or specialisation of these organisations leading to wastage of resources and energy.

6. Local units of such organisations, which, over a period of time, assume greater proportions, may be empowered through decentralisation so that these units are equipped with confidence for taking initiative at the local level.

7. Greater attention should be paid towards training new volunteers. In this area, apex bodies, like IAEA, have a special

role to discharge. Universities should also make special efforts in this field.

8. Efforts should be made to establish proper coordination between different organisations. For this purpose, joint training programme(s) should be organised for workers drawn from different organizations, like village panchayats, voluntary organisations, etc.

Group Three: Community Participation in Voluntary Service

Chairman: Dr. Madan Singh (U.P.); and *Rapporteur:* Dr. Dilip Kumar (U.P.)

Recommendations

1. Discussion must be held on regional challenges to enthuse enough courage among local workers to face their challenges.

2. To overcome obstacles in local areas, services of members of NSS, NCC and Bharat Scouts may be enlisted.

3. Every year, during summer vacations, youth volunteer camps may be organised on a large scale.

4. Training packages may be prepared for volunteers.

5. Passion for community work may be instilled in the minds of volunteers which may subsequently be given a creative shape.

6. Feeling of dedication, renunciation of self interest, opposition to atrocities, and maintaining regular touch with community may be cultivated in the minds of volunteers and practical models may be presented before them to generate true voluntary spirit among them.

7. They may be familiarised with variations in the working procedures to suit personalised, group based, and organisation-based voluntary work.

8. Work should be distributed according to the choice of volunteers as well as according to the availability of unemployed volunteers, employed volunteers, and retired volunteers.

9. Volunteers contributing physical labour may be treated with special respect and honour.

10. *Pujaris* in temples and *Pracharaks* of all religions may be motivated for voluntary work and their services may be utilised for reconstruction of the society.

11. The feeling that social service is a reward in itself may be further strengthened.

12. Ban may be imposed on addressing voluntary organisations as 'Non-governmental Organizations (NGO)' for such practice is likely to inject evil effects of government organisations in voluntary organizations.

13. School level curricula should be so structured as to afford to students sufficient opportunities and experience for voluntary service.

14. For ensuring community participation at requisite level, it is important that the volunteers must have spotless character and clarity of objectives.

15. The working procedures of voluntary organizations should distinctly differ from that of a governmental organisation to enthuse credibility.

16. Crisis of confidence in community work must be removed.

17. Community should have linkage with creative work which

may be fed with constant awareness.

18. Community must be kept informed about various government schemes and all hinderances in securing benefits therefrom by the community must be removed.

19. Community may be organised against prevailing corruption in the governmental system and intilled with requisite courage and capacity to oppose it.

20. Rural people should be inspired to rise above the prevailing scenario of party politics for creative work.

21. Local problems must be regularly discussed in community fora and their suggestions to solve these with their role therein may be sought.

22. Workers may be trained to visit the community regularly without losing their patience.

23. Voluntary organisations must utilise local resources to the maximum possible extent.

24. For self sufficiency and raising standard of living, to develop efficiency of the community.

25. Prevailing sense of inferiority in the community may be removed.

26. Community must be enthused with a sense of self-respect.

27. Confidence of the community may be won through service, morality, honesty and creativity.

Group Four: Role of Information and Communication Technology

Chairman : Prof. BB Mohanty (Orissa); and *Rapporteurs:* Prof. DK (Raja) Pokharapurkar

Recommendations

1. Resource building,
2. Capacity building,
3. KAP boosting,
4. Attitude at difference levels changing for positive effect,
5. Cooperative as well as concurrent planning,
6. Data Archives,
7. Idea and action plan for adult education,
8. Bench Mark Studies,
9. Pre-post, experimental and situational research studies,
10. Different CBA and feasibility studies,
11. Interactive and participatory programme,
12. Multidimensional importance as assessment of events, acts and happenings,
13. Propagate, initiate and create healthy atmosphere for issues on Environment, Heritage, and other acute social problems,
14. Sharing and creative use of success indicators viz. (a) Committed Trained Functionaries, (b) Motivation areas, (c) TL material production, (d) Self help and other learning processes, (e) Effective SMCR model in Adult Education.

In short, ICT can help our community of adults in the country to free from tensions and progress with smile.

Group Five : Women's Empowerment and Gender Issues

Chairpersons - Dr. Asha Patil (Maharashtra) and Ms Rajshree Biswas; and *Rapporteur*: Dr. Deepali Barua (Assam)

Recommendations

1. There should be change

in syllabus of formal education system, which should include more lessons on renowned women of the country.

2. Illustrations in the books of formal education should be gender sensitive.

3. All women should be trained for income generation at home.

4. Hundred Percent literacy should be achieved among women.

5. Self-help groups amongst women should be encouraged at all levels in all districts.

6. Since childhood girl/women should be involved in decision-making.

7. Special efforts should be taken to build up self-confidence and self-respect amongst women at family level as well as at the society level.

8. To make eco-upliftment amongst women, some vocational training programme should be imparted with all sorts of co-operation from administrative level.

9. Women should be trained to protect herself by giving training in judo, karate, etc.

10. Mass media channels, like Doordarshan, should telecast programmes which can promote gender equality.

11. Different awareness programmes related to women's rights should be promoted by organising lectures, exhibitions, discussions, folk media at grass-root levels.

12. Special homes/hostels should be started for there girls/women who leave their houses under certain circumstances. They should be rehabilitated through income, generation programme.

13. Women's work should be given due recognition at the national level.

14. Present government's health policies are concentrated on women and child care only. It should concentrate on her whole life.

15. Women should not only be made a target for population control.

16. To play the political role *i.e.* public representative's role, the women should have proper training opportunities at the Government level.

Group Six : Challenges of Globalisation and Liberalisation in Education

Chairman - Prof. BL Parikh (Rajasthan); and *Rapporteurs*: Shri AH Khan (Bihar)

Recommendations:

1. In the present scientific age, globalisation is inevitable but we should be aware and conscious that we are not influenced by westernisation. Therefore, we must abide by the following diction: "Think globally but act locally".

2. We should develop our work culture to meet the challenges in the light of the present situation.

3. Awareness towards our originality, *i.e.* Indian tradition, culture and values with special reference to morality based on spiritualism.

4. Labour laws should be amended suitably in the light of present circumstances.

5. We cannot anymore afford high growth rate of popula-

tion. Hence, even through legislation there must be a policy to adopt small family norm in the wider interest of the country and society.

6. Indian Adult Education Association, NGOs at state level and grassroot level, and even government functionaries should take initiative to inform women population about the concept, and merits and demerits of liberalisation and globalisation so that women population may be able to take appropriate and right decision according to needs of the country.

NCTE Makes ICT Compulsory for Teachers

Recognising utility of Information Technology in teacher education, the National Council for Teacher Education (NCTE) has decided to make Information and Communication Technology (ICT) literacy a compulsory component of B.Ed., B.P.Ed., M.Ed. and M.P.Ed. courses. The students of these courses will now have to acquire ICT literacy and experience of preparing lesson plans in multimedia, accessing off-line and on-line resources, document creation and of communication using e-mail, etc.

To acquire competence in imparting basic literacy using digital resources, the NCTE has developed self-learning CD-ROM and several other CD-ROMs, particularly for education in human values.

To provide hands-on experience on the use of the CD-ROMs, one-day ICT awareness camps for teacher educators are being held by the NCTE all over the country.

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I, K.C. Choudhary, hereby declare that the particulars given above are true to the best of my knowledge and belief.

Dated : 28.2.2002

Sd/-
K.C. Choudhary
Signature of Publisher

People should work in a climate that is challenging, invigourating, and fun. . . and the rewards should be related as directly as possible to performance.

contd from page 3 col 3

National Workshop.....

with regard to education, ranging from school fees to stationary and transport. CASP also works for upliftment of localities, where such children reside, by extending help in improving infrastructure of these localities.



NK Ambasht, *Tribal Education; Problems and Issues*, Delhi, Venkatesh Prakashan, 2001, p.134, Rs.350.00.

The material organised in twelve chapters in this volume has been penned by the author over a period of three decades of his specialisation in the field. It includes some papers which the author got published in some form as also some writings which have remained unpublished. However, despite the fact that these pieces have been written to suit varying purposes over a long period of times, certain ideas continue to permeate through different chapters consistently. The volume is intended to give insights to readers on education of tribal communities belonging to Scheduled Tribes.

The first section of the volume devoted to 'Policy Issues' has two chapters on : (1) "Policies on Tribal Education" and, (2) "The National Policy on Education: The Deal for Tribal Communities".

The second section has three chapters on the theme of 'Education and Tribal Culture'. These three chapters are: (1) "Impact of Education on Tribal Culture", (2) "Tribal Panchayats: A Case for Rejuvenation", and (3) "Tribal Education and Fading Tribal Identity".

The third section is devoted to 'Tribal Education Scenario' which carries the largest number of chapters (four) as follows: (1) "Education of Tribal Communities", (2) "Reducing Education Wastage in Tribal Areas – Some Broad Suggestions", (3) "Effect of House-

hold, Community and School: Factors on Enrollment, Retention and Achievements of Tribal Students", and (4) "School Effectiveness and Classroom Processes at Primary Stage in Tribal Areas".

The fourth section is on "Tribal Education in Other Countries" which carries only one chapter on "Educational Wastage Among Hausa Tribal Community at Primary Stage in Sokoto State, Nigeria".

The fifth and the final section of the volume is devoted to "Research Thrusts" which carries following two chapters: (1) "Status of Tribal Women in India: Educational Implications", and (2) "Status of the Education of the Tribal Communities: The Need for Research Thrust".

Besides these sections, the volume carries a list of over 35 references cited by the author in his writing included in the volume, and a select bibliography carrying two dozen entries.

Mohanti, Jagannath. *Adult and Non-formal Education*, New Delhi. Deep and Deep Publications, 2002, p. 532, Rs.750.

The book has 38 chapters.

Chapter one is on development of adult education by 2001. Chapters two and three are on critical factors that brought knowledge revaluation through development of adult education and literacy.

Chapter four is on adult education for success of democracy.

Chapter five deals with future perspectives on life-long learning for a literate India.

Chapter six is on accelera-

tion of pace of development through literacy.

Chapters seven and eight are on management strategy and methodology of adult education.

Chapter eight is on learning society and human destiny. Chapters nine is on literacy and development.

Chapter ten and eleven are on adult literacy campaign in Britain and the National Literacy Mission, respectively.

Chapter twelve is on communication media and materials for adult education. Chapter thirteen deals with the multimedia materials and methods for polyvalent education. Chapter fourteen is on educational technology for adult workers. Chapters fifteen and sixteen are on meaning, need and methods of concurrent evaluation and development of teaching-learning of material in adult education.

Chapter seventeen is on challenge of increasing illiteracy in India. Chapters eighteen and nineteen are on life-long education as a way of life and communication process, and teaching-learning strategies for adults. Chapter twentyone is on concept and development of distance learning system. Chapter twentytwo is on role of college and universities in area development approach to adult education. Chapters twentythree and twentyfour are on educational broadcasting for adults in the United Kingdom, and the model of adult education presented by British Open University.

Chapter twentyfive is on evaluation in adult education. Chapter twentysix deals with research in adult education. Chapter twentyseven is on pedagogy

of the oppressed presented by Paulo Friere.

Chapters twentyeight and twenty-nine are on a living legend of encyclopaedia on school drop-outs and development of non-formal education by 2001. Chapter thirty is on meaning, scope, nature and functions of non-formal education. Chapters thirtyone and thirtytwo are on objectives, needs and clientele of non-formal education for national development and agencies and coordinators of non-formal education.

Chapter thirtythree is on development of non-formal education. Chapter thirtyfour deals with non-formal education's methods, media and materials. Chapters thirtyfive and thirtysix are on evaluation and monitoring in non-formal education, and deschooling movement and alternatives in education. Chapter thirtyseven is on a cultural revolution for the learning society. The last chapter is on non-formal education of the underprivileged.

Venkataiah, N and Sandhya, N. *Research in Value Education*, New Delhi, APN Publishing Corporation, 2002, p.214, Rs.495.00.

The book is divided into 18 chapters. Chapter one is on the concept of value education, while chapters two and three cover value education curriculum and students' value preferences. Chapter four of the book deals with teachers and values. Chapter five

covers the central theme, i.e. value education and teaching strategies. Chapters six and seven are on moral development and moral and religious instructions. Chapter eight deals with moral judgement taking into account the personal and social factors which affect moral judgement. Chapter nine covers the knowledge and judgement aspects while chapter ten focuses on emotional aspects of value education. Chapter eleven is on environmental and organisational climate of value education. Chapters twelve and thirteen are on socio-economic status of value and status of values in different professions, respectively. Chapter fourteen is on background factors and chapters fifteen and sixteen are on change in values and source materials in value education. The last two chapters, i.e. chapter seventeen, deals with research tools in value education, and chapter eighteen is on evaluation in value education.

P.M. Lohithakshan, *Dictionary of Education: A Practical Approach*, New Delhi, Kanishka Publishers, Distributors, 2002, p.435, Rs.895.00.

The volume is not merely a dictionary giving definition of various terms used in the discipline of education. Instead, it is a handbook carrying short self-contained notes on each term included in the volume. According to the author, "The dictionaries of education available in the market are not very helpful for two reasons: (1) that

they give only definition for most of the terms, and (2) they did not include terms of Indian origin.

The volume, leaving out words and terms of educational vocabulary with which teachers have so much familiarity that there is hardly any need for explanation, covers 2500 important terms which the author has scanned over a period of three decades of his services as a professional in the field of education. These terms -- organised in single column, dictionary format -- have been picked up from different fields of education, namely philosophy of education, history of education, comparative education, Indian education, sociology of education, educational administration, finance and planning, educational psychology, guidance and counselling, educational statistics and psychometry, educational methodology, curriculum development, evaluation and measurement, methodology of teaching languages and allied subjects, information technology, educational technology, educational research, innovations in education, etc. Even in selection of the terms, the guiding principle for the author has been to exclude such terms which were functionally of very limited significance. The author has, without risking clarity and accuracy, given sufficient information against each term in a compact form which facilitates proper comprehension of users of this handbook. All this makes the volume a useful handy reference tool.