

IAEA NEWSLETTER APRIL 2002 - MARCH 2003

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### Literacy Awards Presentation Ceremony

The IAEA organised a function on March 21, 2002 at India International Centre, New Delhi, to present its national level annual awards on literacy -- known as Nehru Literacy Award and Tagore Literacy Award -- to six awardees for the years 1999, 2000 and 2001.

Dr. Murali Manohar Joshi, Union Minister for Human Resource Development was the Chief Guest, who presented these awards.

Shri Manohar Joshi, Union Minister for Heavy Industry, presided over the function.

Shri TN Chaturvedi, M.P. (former Comptroller & Auditor General, and Secretary, Ministries of Education and Home, GOI) was the guest of honour. The other guest of honour Shri Suresh Prabhu, Union Minis-

ter for Power, GOI, could not make it due to some pressing engagement in Parliament.

In his address (given in Hindi), Dr. Murali Manohar Joshi, complimented the awardees and office-bearers of IAEA. While

level to 66/67 percent, he cautioned that the remaining task of illiteracy removal was much more tougher. According to him, literacy effort has yet to make its mark among people inhabiting geographically difficult terrains, and females (particularly those belonging to SC, ST and Muslim communities). He

was happy to note that during the last decade females have registered a higher growth rate of literacy, i.e. 14 percent plus, against the 11/12 percent growth rate among males. However, he advised that despite that, we will have to rededicate our efforts and work harder in these areas to



Shri T.N. Chaturvedi, M.P., addressing the audience in the award presentation function. On the dias (from left to right) are Prof. SY Shah; Shri Manohar Joshi, Union Minister for Heavy Industries; Dr. Murali Manohar Joshi, Union Minister for Human Resource Development; Shri KC Choudhary, President, IAEA; and Shri BN Kamble, General Secretary, IAEA.

admiring the role of educational workers in bringing down the number of illiterates in the country by an impressive figure of 3.26 crores and raising national literacy

eradicate illiteracy.

Dr. Joshi informed that efforts were on at campaign level to link every child with some school and an awakening in this regard was

being witnessed. However, he observed that this difficult task could not be carried out at governmental level alone and people's participation was a must to attain the target of compulsory education for all children by 2010.

Dr. Joshi informed that in programmes designed for bringing about total literacy, provisions have been made for enlisting support from various agencies like Open School, television (Gyan Darshan), radio (Gyan Vahini), etc. He announced Union Government's plan to raise the number of FM channels of AIR from the present 2 to 80 soon so that largest number of people in India could be reached.

Dr. Joshi revealed that the curriculum of literacy was being translated in different languages of India (including Urdu). The Jan Shikshan Sansthan in the country were striving towards linking literacy with employment.

Dr. Joshi observed that creation of a knowledgeable society in India was a challenging task as we have over 33 crore illiterates, which is larger than the population of USA and Russia put together, and in it can sink populations of several Australias.

Dr. Joshi then mentioned the effort being made to link literacy

with generation of economic power through 'Simputer'. Dr. Joshi described that Simputer contains icons. Through pictures we can get all information from Simputer. In it has been stored all information about wheat in four languages -- Hindi, Tamil, Kannada and English. In about a year or two such information will be available in all Indian languages. The Simputer has been priced at 9/10 thousand rupees so that each village could have one Simputer to be utilised by beneficiaries through having separate Sim Cards individually.

to Indian economy. The education programmes provide for certifying technical knowledge of persons like Iqbal appropriately at certificate/diploma/degree level directly. Their inventions can be duly patented. According to him, what we need to do is just to pay proper attention to them.

Dr. Joshi exhorted that through dedication and commitment, situation can be transformed in just five years. Our neighbours China and Sri Lanka are much better than us. We must

not only learn from them but also indulge into self-introspection to analyse the reasons as to why we are lagging behind today. Only 250 years ago each village of India had a school. India was then number one country in harnessing knowledge and technology. (Dr. Joshi said that he has read a 1300/1400 year old book which

included India among seven such top nations of the world.)

Shri Manohar Joshi, Union Minister for Heavy Industry, in his presidential address, congratulated the six awardees for their dedicated efforts. He also complemented Dr. Murali Manohar Joshi for successfully piloting the Bill on Education as a fundamental right in the Lok Sabha. Shri Manohar



*Shri Jagan Mathews, Director General, National Literacy Mission, receiving Nehru Literacy Award for 1999 from Dr. Murali Manohar Joshi, who is flanked on his right by Shri Manohar Joshi. Shri KC Choudhary is on the left of Shri Mathews. Shri BN Kamble is also partly seen on extreme right.*

To illustrate that India has tremendous technological capability even amongst its illiterates, Dr. Joshi mentioned about an illiterate person from Nagpur known as Iqbal was called on him to show a mini model of steam engine developed by him which can be accommodated on the nail of thumb. Apparently this mini steam engine can make significant contribution

Joshi desired that in addition to honouring the awardees, the office bearers of IAEA must also be honoured for their contribution towards raising literacy level.

Earlier, Shri TN Chaturvedi, M.P., besides complimenting the awardees, spoke highly of the role of IAEA in instituting the two annual awards and making significant contributions in reduction of illiteracy through its multiple efforts, including bringing out regularly periodicals like *Indian Journal of Adult Education* (quarterly), *Proudh Shiksha* (monthly in Hindi), *IAEA Newsletter* (monthly), etc.

Following invocation, the programme commenced with a welcome address by Shri KC Choudhary, President of IAEA.

Shri BN Kamble, General Secretary, IAEA, presented a vote of thanks.

On behalf of the awardees, Dr. LD Mishra proposed a vote of thanks.

Prestigious Nehru Literacy Award was instituted by IAEA in 1966 to honour at national level individuals/institutions for their outstanding contributions in spreading literacy in the country. Although the 33rd (for 1999), 34th (for 2000) and 35th (for 2001) awards each carrying a cash prize of Rs.21,000, a shawl, a plaque and a citation were duly announced in the respective years, yet the formal ceremony for presenting the awards could not be organised due to some technical reasons. Therefore, Dr. Murali Manohar Joshi presented these awards in the function to the following : (1) National Literacy Mission (GOI) for the year 1999 -- Shri Jagan Mathews, Di-

rector General of NLM received the award; (2) Dr. LD Mishra, former Labour Secretary to GOI (presently Adviser, ILO, Bangkok) for the year 2000; and (3) Prof. NK Ambasht, Chairman, National Open School, for the year 2001.

The other prestigious award, called Tagore Literacy Award was instituted by IAEA in 1986 to honour at national level individuals/institutions for their outstanding contribution in spreading literacy among women in the country. Although the 13th (for 1999), 14th (for 2000), and 15th (for 2001) awards, each carrying Rs.21,000, a shawl, a plaque and a citation, were duly announced in the respective year, yet the formal ceremony for presenting the awards could not be organised due to certain technical reasons. Therefore, Dr. Murali Manohar Joshi presented these awards to the following: (1) Janata Kalyan Samiti, Rewari (Haryana) for the year 1999 -- Shri RN Mahlawat, Chairman of JKS, and presently Treasurer of IAEA, received the award; (2) Smt. Shanta Trivedi, veteran social worker from Udaipur, for the year 2000; and (3) Shri Dayal Chand Soni, another veteran adult educator from Udaipur, for the year 2001.

The function was followed by a lunch.

### **Report on Implementation of Elementary Education Schemes**

A Sub-Committee of the Standing Committee on Human Resource Development, in its report on implementation of elementary education schemes in the country, which was tabled in the

## **Global Action Week for Free Education For All**

*Education International*, the official magazine of Education International (EI), in concert with the Global Campaign for Education (GCE), is observing a Global Action Week for providing Free Education for All from April 22-28, 2002.

The main thrust of Global Action Week is to launch a campaign to mobilise public opinion on the importance of access to free education for all.

Parliament recently, has brought out failure in implementation of these schemes.

This sub-committee was asked to look into implementation of elementary education schemes in the states of Bihar, Madhya Pradesh, Orissa and Uttar Pradesh.

According to the report of the sub-committee, the drop-out rate in class I-VIII in Bihar was 77.62 per cent, in MP 47.15 per cent, in UP 53 per cent and in Orissa 62.81 per cent.

Regarding attaining targets under the "Operation Black-board", the report observed that except UP none of the three states had been able to achieve the physical targets of construction of class rooms under the scheme.

During its unscheduled visits, the sub-committee found that some of the schools in Uttar Pradesh existed only on paper

## **Workshop on Including Population Education in B.Ed/M.Ed Syllabus**

A meeting-cum-workshop of the Heads of Education Departments of different Universities of U.P. and members of respective Boards of Studies was held on February 12, 2002 at Lucknow, in a bid to build up a consensus for inclusion of 'Population Education' as a subject of study in the syllabus of B.Ed/M.Ed courses. This meeting-cum-workshop was jointly organised by Population Education Resource Centre and the Department of Education, Lucknow University.

Prof. SB Singh, Vice-Chancellor, Lucknow University, in his welcome address called upon the teachers to enlighten the masses about the uses of population education in an effective way by dissemination of information through demonstration projects.

Dr. Geeta Katarya, Coordinator of UGC Programme, spoke on emerging trends and how UN funds were being utilised to promote Population Education in the three-tier system of Indian Education. Prof. UC Vashishtha, Head & Dean, Department of Education, Lucknow University, discussed the optimistic approach of various institutions in promoting different aspects of population education.

In the academic session, Prof. JV Vaishampayan, Director, PERC, presented details of status of Population in Uttar Pradesh and other states of India and called upon the participants to join hands for developing a suitable curriculum for inclusion of Population Education in their course curricu-

lum. While highlighting world population scenario, he emphasised adoption of an integrated approach for stabilising our population for which role of Population Education is most important.

The participants were classified into two groups constituted to deliberate on and recommend the syllabus for B.A., M.A., B.Ed. & M.Ed. respectively. The groups were of the view that B.Ed. & M.Ed. courses already have 6-7 papers. As such, it would be burdensome for students to have another question paper. They, therefore, suggested that an optional paper on Population Education be added and certain important elements of Population Education may be included in other papers.

It was decided that developed curriculum (Model Syllabus) may be sent to UGC, State Government and Universities to ensure its implementation. The discussion also brought to the fore that students of M.Ed. were reluctant to study Population Education as it was not covered in UGC-NET Examination. The panel, therefore, recommended that Population Education may be given place in NET exam as one of the subjects as a unit in Education subject. A stress was also laid on starting Population Education right from primary level of education.

### **Linkage Between Literacy & Suicides in Kerala**

Kerala, the number one State of Indian Union in literacy (it is one hundred percent literate state according to one definition), is one of the leading states in health care. Quite paradoxically, it has also

emerged as number one state in suicides.

As per newspaper reports, citing opinion of a leading psychologist Dr. Mohan on the main cause of the suicide phenomenon, "The aspirations of the people here are very high and their meagre resources don't match". As a result, families are now committing suicide mainly out of their inability to pay back money taken as loans from the private money lenders. Either people running these private money lending firms commit suicides or the people who have taken money from them kill themselves.

According to National Crime Records Bureau, suicide figures in Kerala are three-fold higher than the national suicide figures with Thrissure figuring at the top

Perhaps growing consumerist culture in Kerala could account for the steep rise in suicides. With car loans easily available, people opt for car but fail to repay timely installment which drives them to the alley of suicides.

To remedy it, lot of counselling services have been set up by NGOs and Churches in Kerala.

### **Programme on Motivation of Preraks of Akshara Deepthi**

A programme on orientation and motivation of Preraks of Akshara Deepthi Phase II of Guntur Corporation was organised on March 13 at Guntur by Dr. M Koteswara Rao, Head, Department of A.C.E.E.F.O., Nagarjuna University.

The Deputy Commissioner, Guntur Corporation, presided over the programme which was attended by 150 members.

## Education Assistance to Voluntary Agencies in Adult Education

Department of Education, Ministry of Human Resource Development, Government of India, Shashtri Bhavan, New Delhi-110011 has invited proposals (to be made on prescribed application form) for extending education assistance to registered voluntary agencies, public trusts and non-profit making companies in adult education, subject to the following terms and conditions.

These bodies must: (1) Take responsibility in well-defined areas for eradication of illiteracy in the age-group of 15-35 years and for running post-literacy continuing education programmes, including Jana Shikshan Nilayam; (2) Organise functional literacy component in development programmes, such as health care, environment conversation, etc; (3) Organise programmes of vocational and technical education for neo-literates, including curriculum development, learner evaluation, and action research.

A voluntary organisation with a proper constitution/articles of association, with a proper managing body and not running for profit of any individual are also eligible. It should be in a position to secure the involvement on voluntary basis, of knowledgeable persons for furtherance of their programmes. It should not discriminate against any person or group of persons on the ground of sex, religion caste or creed. The agency should not proselytise and eschew violence. It should not have been set up by State Govt./UT Administration, including State Social Welfare Advisory

Board, Government Corporations/Committees. It should not directly function for furtherance of interest of any political party and in any matter not incite communal disharmony. It should be in existence for three years.

Projects of Total Literacy Campaign (TLC) would be sanctioned at the rate of per learner cost ranging from Rs.65/- to Rs.100/-. The period of the project would be two years with extension of one year in exceptional cases. Hundred percent financial assistance is given for programme cost which includes building, survey, equipment, teaching-learning material, supervision and training cost. Seventyfive percent assistance is given in respect of administrative cost, such as expenditure on salaries. Voluntary agencies have to prepare an action plan for eradication of illiteracy in a well-defined, compact and contiguous area by running the programmes on voluntary basis. Grant-in-aid would be given for persons made literate and not for those merely enrolled. Approved grant would be released in instalments.

The proposal along with action plan should be addressed to the respective State Govt./UT Administrations with a copy to the Ministry. The proposals would be screened by the District level and State level Screening Committees consisting of representatives of Central and State Governments, Voluntary agencies, educationists, etc.

### Training Key Literacy Functionaries of DST

The SRC-JMI organised a three-day legal literacy training (awareness programme) from

October 29-31 for 28 key functionaries of Development Support Team (DST), a renowned NGO and an offshoot of Jana Jagaran Sansthan, Bihar, which has been working in rural areas of Nooh (Gurgaon) to spread legal literacy among the backward Meos of Haryana, where literacy among women is only 2 percent.

Majority of these participants were teachers (12), followed by SHG Representatives/Social Workers (9), CDOs (5) and Training Officer (1) and the In-charge DST, Nuh. These participants were actively involved in organising self-help group (SHG) formation directed towards savings, encouraging women to become entrepreneurs, and tackling social problems like health, education, enrolment, road and water facilities through social actions. It encourages community participation through mass mobilization and social awareness programmes in the form of a movement.

Conducted in an informal and participatory manner, each participant was asked to list the legal problems either faced by them or prevailing in the area.

The major issues listed by them were: exploitation by the sarpanches, landlords and other influentials locally known as Dhingra, wife beating, rape, filing of FIR, maintenance of peace, marriage and divorce, rights of the accused, provisions of bail and constitutional safeguards and fundamental rights. Since lack of awareness of legal rights created problems for common people, especially women, family laws (both Hindu and Muslim), Cr. P.C. provisions dealing with FIR, etc. were thoroughly explained.

## International Women's Day Celebrated

The UN organised March 8, 2002 as International Women's Day.

According to a message issued by Dr. Kofi Annan, Secretary General of UN: "The Millennium Declaration has given us an overriding mission for twentyfirst century. As we pursue that agenda and work for freedom from fear, freedom from want, and protection of the resources of this planet, our guiding motto is clear: putting people at the centre of everything we do. Thus, we are resolved to work for gender equality and the empowerment of women as vital tools to combat poverty and disease, and to achieve contribution of women in managing conflict and building peace.

"We can and should draw strength from the progress that has taken place in the past year. In Afghanistan, after years of conflict, hardship and human rights violations, hope has returned to women and girls who are yet again exercising their rights to education, work and an active role in society. At the United Nations, Security Council resolution 1325 of 2000 continues to inspire Member States to address women, peace and security on several fronts: to protect women from the impact of armed conflict, but also to strengthen their role in peacebuilding and reconstruction. In a growing number of countries, ratification of the Optional Protocol to the Convention on the Elimination of All Forms of Discrimination Against Women is ensuring the right of women to petition an international body when their rights are violated. And in the international

community as a whole, there has been growing recognition of the importance of the advancement of women in the fight against the AIDS epidemic, as reflected in the outcome of the General Assembly's Special Session on HIV/AIDS.

"There will be several important opportunities for further progress in the weeks and months ahead. The International Conference on Finance for Development and the World Summit on Sustainable Development offer important opportunities to recognize the central role of women in achieving sustainable development in a globalizing world. The Second World Assembly on Ageing will address the dramatic impact on women of global population ageing, and the need to ensure that all women can age with security and dignity. And the General Assembly's Special Session on Children is expected to set specific, time-bound targets for protecting and fulfilling the rights of all children and women.

"On this International Women's Day, as we prepare for the vital challenges before us, let us all be mindful that the achievement of women's rights is not the responsibility of women alone -- it is the responsibility of us all. Let us step up our efforts to create an environment where progress towards gender equality is not a daily struggle, but a natural part of all our actions. Let that resolve underpin all our work to translate the Millennium Declaration into reality."

### Seminar on Literacy and Women Empowerment

The Bihar Branch of IAEA -- in collaboration with Magadh University's Department of Adult &

Continuing Education, and Mahila Samakhya Bihar Education Project, Gaya -- organised a Seminar on Literacy and Empowerment of Women on January 27, 2002 at Bodh-Gaya.

Shri Dwariko Sundrani, Managing Trustee, Samanway Ashram, Bodh-Gaya (a Jamuna Lal Bajaj awardee) and President of IAEA Bihar Branch, in his presidential address, stressed the need for taking effective steps for spreading literacy among women in rural areas as it was an essential precondition for both development of the entire community as well as success of Panchayi Raj institutions. The Chief Guest was Dr. Khalid Hussain Khan, Regional Coordinator of Nehru Yuvak Kendra (GOI).

Among those who addressed the seminar were Prof. Jai Ram Prasad, Director, Department of Adult Education, Magadh University; Prof. Rana Pratap, former Secretary, Mahabodhi Temple; Prof. Janak Mani; Smt. Geeta Kumari, Lecturer DIET; Prof. Pemila Pathak; and Shri SA Moin, Principal, DIET and DPC, BEP Gaya.

Shri AH Khan, Assistant Director, Department of Adult Education, Magadh University, and Associate Secretary IAEA, gave the welcome address.

Smt. Urmila Kumari, incharge of Mahila Samakhya, BEP, Gaya, conducted the programme.

#### Corrigendum

March 2002 issue of *IAEA Newsletter*, p.6, col.2 Declaration on Form IV:

Please replace "BB Mohanty" by "BS Garg" given against serial No.5.



Bhattacharya, Sabyasachi Ed. **Education and the Disprivileged: Nineteenth and Twentieth Century India.** New Delhi, Orient Longman, 2002, p 342, Rs.550.

The volume contains an introduction entitled "An Approach to Education and Inequality" contributed by the editor and 13 chapters authored by knowledgeable experts on the respective topic.

The contents of the book are divided into five sections. The first section devoted to 'Historical Perspectives on Dalit Education' has three chapters on : (1) "Experiments in Dalit Education: Maharashtra, 1850 - 1947" by Eleanor Zelliot, (2) "Growth of Education Among the Dalit-Bahujan Communities in Modern Andhra, 1893-1947" by A. Satyanarayana and (3) "Education and Identity Formation Among Dalits in Colonial Andhra" by Chinna Rao Yagati.

The second section is on 'Education of the Tribal'. This section comprises two chapters: (1) "Tribal Education, the Colonial State and Christian Missionaries: Chhotanagpur, 1839-1870" by Joseph Bara and (2) "Tribal Education and Fading Tribal Identity" by NK Ambasht.

The third section of the volume is devoted to 'Dalit Education: The Contemporary Scene' has two chapters: (1) "Dalit Education and Economic Inequality" by G. Nancharaiah, and (2) "Culture, Values and Dalits in Higher Education" by Ambrose Pinto.

The fourth section is on 'Education and Gender' which carries only two chapters: (1) "A Father's

Duty: State, Patriarchy and Women's Education" by Samita Sen, and (2) "Educating Women -- How and How Much : Women in the Concept of Tilak's Swaraj" by Parimala V. Rao.

The final section of the volume is devoted to 'Caste, Class and Education' which carries following four chapters: (1) "Education and Backward Castes in Gujarat" by Ghanshyam Shah; (2) "Literacy, Caste, Class and Gender in India, 1901-1921" by Pradipta Chaudhury; (3) "Primary Education, Working Hours and Half-Timers: Contentious Shopfloor Issues in the Turn-of-the Century Textile Industry" by Nasir Tyabji, and (4) "Caste, Class and Education: Reformulating the Classic Positions" by Suresh Chandra Shukla.

Harry Dhand, **Teaching Human Rights: A Handbook for Teacher Education,** Delhi, Authors Press (under the auspices of Asian Institute of Human Rights, Bhopal), 2002, p.261, Rs.550.

Universalisation of Human Rights has emerged as a crucial area of concern due to activism displayed by international organisations. Therefore, in anticipation of the fast growing importance of the subject, the author, who happens to be one of the most knowledgeable international experts, has penned the present volume for the benefit of teachers education in the field of Human Rights, to fill up a vacuum that has existed all along.

Providing a framework on the subject, the author has divided the contents of the book into eleven chapters and has furnished related additional information in six

appendices, with an index to facilitate easy access to the information needed. The volume has two forewords -- one by President, Asian Institute of Human Rights Education, and the other by the IAEWP Vice-President and South Asia Chancellor of the Global Open University for World Peace, Italy -- and a preface by the author.

Although the author has not specified it so, yet the first section of the book is devoted to deal with the subject at conceptual level. In first chapter the author defines the concept of Human Rights (HR), traces development of HR, rationale of Human Rights Education (HRE) and its 10 principles. In Chapter 2 he discusses various strategies and methods of HRE along with their merits and demerits. Chapter 3 is devoted exclusively to case study method to discuss it comprehensively. In the fourth chapter, the author discusses HR concepts and their related activities.

The second section of the book is devoted to describe the contents of various important instruments on Human Rights. Chapter fifth gives an article-wise coverage of Universal Declaration of Human Rights. Chapter sixth gives article-wise coverage of Convention on the Rights of the Child as adopted by the UN General Assembly in 1989. Chapter seven describes contents of declaration and programme of action adopted by Vienna World Conference on HR on June 25, 1993 and follow up of World Conference on HR. Chapter eight gives an article-wise discussion on Convention the Elimination of All Kinds of Discrimination Against Women

adopted in 1979. In Chapter nine the author describes the Platform for Action identifying 12 critical areas of concern which obstruct women's progress as recommended by Beijing International Conference on Women in 1995. Chapter 10 is devoted to provisions made in the Constitution of India, including Directive Principles of State policy, with regard to HR. Chapter 11 describes Protection of Human Rights Act adopted by Indian Parliament in 1993.

Out of the six appendices, five provide information on structure, role, performance, etc., of the following institutions working in the field of HRE in India: (1) Asian Institute of Human Rights Education, (2) World Council for Curriculum and Instruction, (3) Commonwealth Council for Educational Administration and Management, (4) Council for Teacher Education (which is dedicated to education of teachers), and (5) Education International (which is an umbrella organisation for 296 national organisations representing 25 million education workers of 155 nations. In the sixth appendix valuable information is given in brief on miracle of teaching and teachers' role therein.

Mridula Pandey, **Perspectives in Education**, New Delhi, Rajat Publications, 2001, p.327, Rs.600.

Viewing education as an institution -- social, political and economic -- the book aims at making a comprehensive study of changing perspectives in educa-

tion in the new millennium through its eight chapters.

The first chapter describes education "as a dynamic subject, an institution without walls, pulsating with new dynamics of freedom, self inquiry, self exploration, self management, self evaluation, an unrestricted pursuit of knowledge, with or without any outside aid". He identifies its seven missions, a seven-point task-related strategy, and nine dimensions to achieve its objectives.

In the second chapter, modern concepts of education as propounded by Scriven, Stake, Stufebeam, UCLA, etc., have been discussed.

The third chapter sheds useful light on emerging trends in the field of education pertaining to technology of education, research and development, innovations, development of new educational establishment, systemization of materials of instruction, development of hardware, storage and retrieval of information, standardization, build up of new educational industry, institutionalisation of evaluation, etc.

Chapter four deals exclusively with possibilities and management of instructional technology and instruction media in the new millennium.

Chapter five is devoted totally to discuss horizons of computer applications in education at all levels. Chapter six extends the discussion to computer-oriented teaching and on-line lectures.

Chapter seven covers dis-

tance education and open learning which seek to overcome major handicaps suffered by education has so far.

The last chapter presents a discussion on education in India.

The volume also carries an index.

V.K. Prabhakar Ed. **Environmental Awareness Training and Education**, New Delhi, Anmol Publications, 2001, p.260, Rs.750.

The volume forms a part of the publisher's 50-volume programme entitled *Encyclopaedia of Environmental Pollution and Awareness in Twentyfirst Century* to enlighten common man on the seriousness of environmental pollution in the present times and its remedies.

The information in this volume has been processed into seven chapters.

The first chapter spans education, training and information on environment covering forestry education, training and extension; wildlife education and training; formal and non-formal environmental education and awareness in states as well as the Centre; health education, etc.

The second chapter covers environmental education exclusively. The third chapter deals with environmental management. The fourth chapter is on forest education. The fifth chapter picks up land management issues; the sixth chapter is on wildlife education and training; and the seventh and the last chapter deals with environmental research.

# IAEA

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## NEWSLETTER

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### The Hyderabad Statement on Adult and Lifelong Learning

*An International "Policy Dialogue on Adult and Lifelong Learning" was jointly organised by the UNESCO Institute for Education, Hamburg; UNESCO Office, New Delhi; and the National Literacy Mission of India at Hyderabad during 8-10 April, 2002. The Policy Dialogue was attended by about 150 participants from eighteen countries of the Asian region and representatives of UNESCO and National Literacy Mission.*

*The deliberations were held under three major themes viz; policy responses to meeting different adult learning needs; Institutional support for effective delivery of adult and lifelong learning; and evaluation and monitoring. The policy dialogue concluded with release of following "Hyderabad Statement on Adult and Lifelong Learning" by Shri Chandra Babu Naidu, Chief Minister of Andhra Pradesh, on April 10.*

We, the participants at the "Policy Dialogue on Adult and Lifelong Learning" held in Hyderabad India, from eighteen countries in the Asian Region, between 8 and 10 April 2002, recognise the priority accorded to adult and lifelong learning in the Hamburg Declaration of CONFINTEA V. The Dakar World Education Forum made a similar commitment with a renewed framework that expanded the understanding of basic education as aimed at meeting basic learning needs of all, both within and outside the school system and throughout life.

Lifelong learning, leading to creation of learning society and learning community, offering all the opportunities to participate in and contribute to learning according to the needs and potential of the learners, provides an overarching vision of education for all. This comprehensive vision of lifelong learning is necessary to empower people, expand their capacities and choices in life, and enable individuals and societies to cope with the new challenges of the 21st century.

The context of the changing global economy, the new information revolution, imperatives of human development -- including fighting poverty, importance of promoting values and the practice of democracy, justice and tolerance -- define the purpose and content of lifelong learning -- including formal, non-formal and informal modes of learning. Learning at all levels should aim to achieve the goals of equity, equality, human dignity and gender justice.

Literacy is a critical input and foundation of lifelong learning. The countries in the Asian region have different long-term, medium-term and short-term programme priorities of adult learning, relevant to the specific context and needs in each country. These range from basic life-skills and literacy to post-literacy and continuing education.

Therefore we jointly agree and recommend:

- To adopt lifelong learning for all countries as a horizon and as an active principle for shaping education and learning policies and programmes even in the smallest and poorest countries.

- Countries in the region, while planning their educational system, must give utmost priority to co-existence, tolerance, living together, peace and democratic participation.
- It is necessary to develop a vision for lifelong learning, based on extensive consultation, information sharing, dialogue and participation, as the basis of development of a multi-sectoral policy framework, specifying priorities, strategies and institutional support.
- The existing policies on literacy, non-formal, adult education and basic education need to be reviewed and recast in the context of lifelong learning.
- Lifelong learning perspective should be incorporated in the National EFA action plans as a part of the Dakar Framework of Action.
- Countries must include both basic, childhood and adult literacy as a priority policy issue in tune with United Nations Literacy Decade planned for 2003-2012.
- Adequate support structures and institutional capacity building should be given priority for creating nation-wide, lifelong learning networks and arrangements which should be participatory, decentralized and adapted to local conditions and learner circumstances.
- It is necessary to build a culture of quality reflected in learning outcomes and the impact on people's lives and well being. This requires periodical outcome and impact assessment with the use of credible and holistic indicators related to the Dakar goals.
- Since ICTs can play a facilitative role in building learning communities, technology-based community learning centers could become an important forum for promoting lifelong learning.
- Civil society and NGOs should enhance their role in adult and lifelong learning as partners of the State, which has a critical role to play in the development process.
- The international development partners -- including UNESCO, international financial institutions, bilateral agencies and non-governmental organizations -- should reassess and redirect their cooperation in the perspective of building capacities and institutional support for lifelong learning and creating learning societies.

For further information, please contact: UNESCO Institute of Education, Feldebrunnenstrasse 58, Hamburg (Germany).

## Public Lecture on Adult Education

IAEA organised a public lecture on "Adult Education -- Some Critical Reflections" at 1530 hrs on April 5 at IAEA headquarters.

The lecture was delivered by Prof. Kiran Mirchandani, Department of Adult Education, Ontario Institute for Studies in Education, Toronto University (Canada).

In her lecture, while discussing critical theory influences on adult education in Canada, Prof. Mirchandani observed that knowl-

edge was neutral and that discourse was a way of speaking and listening. She discussed influencing equality, feminist, and anti-racist theories on adult education wherein issues like class, gender, etc., coincide. Prof. Mirchandani made a brief comparative assessment of impact of critical theory influences in USA and Canada.

Talking about trends in job situation which seriously impact adult education in both the coun-

tries, Prof. Mirchandani observed that regular jobs are being replaced by short-term, part-time, and non standard jobs. There is also a serious shift in training. As per the new trends, training aims at higher productivity of workers, visualising lesser governmental role in imparting training but greater governmental role in operationalisation of training. According to Prof. Mirchandani, the biggest challenge that confront in this regard is maintenance of democratic parameters.

Prof. Mirchandani was on a short visit to India in connection with a Shashtri Indo-Canadian project on "Learning to Cross Border Transnational Call Centre Work in India". She, therefore, also took the opportunity to discuss matters relating to her project work. She informed that these Call Centres cater to 500 top

Shri BN Kamble, General Secretary, IAEA, gave the welcome address; and Smt. Nishat Farooq, Director, SRC Jamia Millia, proposed a vote of thanks.

The lecture was followed by a question-answer session in which a large number of members participated.



Prof. Kiran Mirchandani, flanked by Prof. SY Shah of JNU, who presided over the lecture session, and Shri BN Kamble on her left, giving her address.

MNCs through sub-contracting tasks for which youths are picked up and made to work through up and made to work through voice to voice contact globally, adversely affecting the norms of working hours which, in these Call Centres, extend to late night/early morning hours. Terming it as a new form of economic imperialism, she described the socio-psychological dimensions of work culture followed by these Call Centres, which adversely affect the familial and social life of such workers through changing the identity of workers (each worker is given a new Christian name), forcing routinised job on them, and exploiting them through unethical work practices followed by them.

Prof. SY Shah of JNU presided over the lecture session.

### Tenth Plan to Improve Access to Secondary Schools

To universalise education in a decade through Sarva Shiksha Abhiyan, HRD Ministry has revised plan projections for secondary education in the Tenth Plan to Rs.10,205.02 crores (*i.e.* four times higher than the Ninth Plan allocation).

Due to low attendance ratio and high drop-out rate at secondary level, the projections aim at providing schooling facilities within walkable distance.

According to the Ministry, 15 per cent of the total habitations -- covering 46 per cent of the rural population -- is not covered by secondary education within a radius of 8 km; and, only 5.04 per cent of habitations, with less than 18 per cent of the population, has secondary schools within reach.

### Obituaries

Smt. Kamlesh Mathur, Life Member of IAEA, passed away after long heart ailment on March 28, 2002.

Born on October 24, 1925, she worked in the field of adult education. She helped in establishment of a co-educational school known as Veerkamal School in Kusumikala Village in District Gazipur (U.P.).

Accompanying her husband, Shri VS Mathur, former General Secretary and President of IAEA, Smt. Kamlesh Mathur participated in a number of IAEA Annual Conferences and International Labour Organisation conferences and meetings.

\*\*\*\*\*

Shri GK Manay, formerly Member of Parliament (Lok Sabha -- 1957-62), and life member of IAEA from Maharashtra, a close associate of Dr. BR Ambedkar, passed away on April 14, 2002 at Mhow, Madhya Pradesh. He was 82.

Shri Manay was: (i) General Officer Commanding, All India Samata Sainik Dal; (ii) Trustee, Scheduled Castes Improvement Trust, Mumbai; (iii) Member, Executive Committee, Dr. Ambedkar College of Commerce & Economics, Mumbai; (iv) Formerly Municipal Councillor, Mumbai; and (v) a senior Buddhist leader of Republican Party of India.

## ICAE's Action Plan Released

The International Council for Adult Education recently released its two-years Action Plan (2001-2003).

The Action Plan is based on recommendations and inputs from ICAE member organisations and other participants who attended the Sixth World Assembly in Ocho Rios, Jamaica (West Indies).

The Action Plan defines ICAE's strategic priorities, objectives and actions -- and their expected results for the next two years. It also evaluates actions and initiatives already implemented in 2000 and first half of 2001.

The Action Plan focuses on achievements and concrete results in each of the Council's priority areas, and promotes cooperation and collaboration between member organisations. Emergence of networks will, at the same time, strengthen the ICAE's organisational structure and global network.

The ICAE expects that each of the identified projects will be further developed with clear deadlines, indicators for evaluation, and mobilisation of funds required to complete planned activities.

It may be mentioned that the Sixth World Assembly on Adult Education at Jamaica was organised from August 9-12, 2001 under the theme "Creativity and Democratic Governance -- Adult Learners: A Strategic Choice." About 300 participants from 52 countries participated in it who discussed new directions in adult learning and life-long learning through panel presentations, action-oriented workshops, regional courses and many informal gatherings, discussions which

were summarised in the World Assembly's conclusions in the Ocho Rios Declaration: "Adult Learning: A Key to Democratic Citizenship and Global Action" adopted by all participants. In the Declaration, the World Assembly participants reaffirmed the vital importance of adult learning while emphasising that the domination of the culture of globalisation exacerbates diverse forms of discrimination.

Three panel presentations in the Assembly were on: (i) Policy Advocacy: The Right to Learn of All Women and Men, (ii) Globalization and Self-Governance: The Collective Action of Citizens, and (iii) Adult Learning in Caribbean at the Beginning of the New Century.

The Assembly Workshops were on: (1) Making a Case for Adult Learners: Guidebook on Policy Advocacy; (2) Policy Advocacy for Adult Literacy; (3) Adult Learning Documentation and Information: Building the Network; (4) Primary Health Care Reforms in the Americas: Implications for Human Resources Development and Lifelong Learning; (5) Lifelong Learning and Adult Education Policy; (6) Adult Education in Prison; (7) Adult Learners Week/Learning Festivals Workshop; (8) Adult Learning: A Tool for Empowerment of People Facing Rapid Transformation of Work; (9) Global Citizenship and Gender Justice; (10) Peace Education and the Revolution of Violent Conflict; and (11) Globalisation and Social Movements of Learning: Seattle, Porto Alegre, Quebec and Beyond.

Copies of all workshop reports are available from the ICAE Website ([www.web.net/icae](http://www.web.net/icae)).

## Lecture on Knowledge Management

Panjab University Library Professional Activities Forum hosted the SATKAL Distinguished Lecture 2002 on 'Knowledge Management', by Dr. TAV Murthy, Director, INFLIBNET Centre, Ahmedabad, recently.

Dr. Murthy, described the factors predominant in the present-day knowledge management such as interdisciplinary research, emergence of new disciplines, importance of human resource, Internet, Intranet and World Wide Web. He dealt with concepts relevant to knowledge management such as Data Warehouse, Data Mining, Web Warehouse, Artificial Intelligence and Expert System, Knowledge based Management System, e-publishing, Push Technology, Simulation Technology, Content Creation, Cyber Cafe, Networking, Group Ware, Resource mapping, Help Desk Technology, etc.

## Building a Society for All Ages

The UN Information Centre (UNIC), New Delhi, and the Forum of Indian NGOs for Cooperation with UN (FINCUN) organised a discussion on "Building a Society for All Ages" on March 27 at the UN Conference Hall at New Delhi. The discussion was conducted in preparation for the Second World Assembly on Ageing to be held at Madrid (Spain) on April 8-12, 2002.

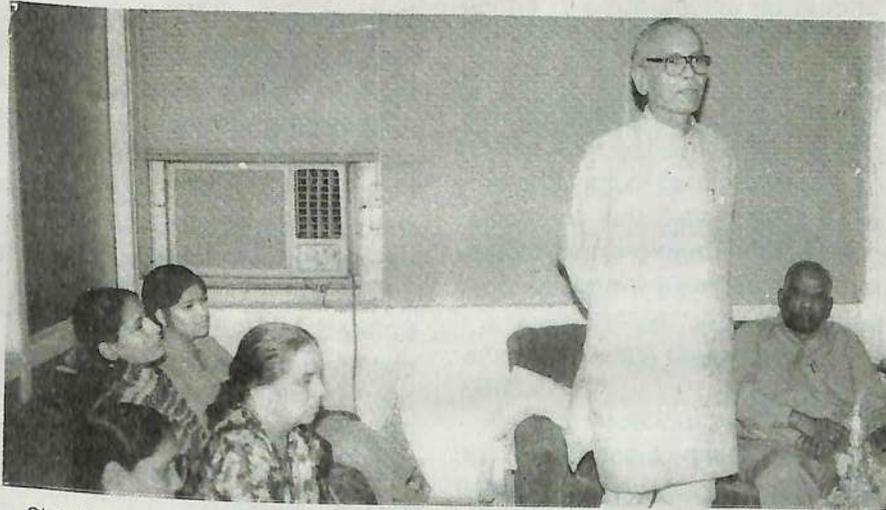
Experts invited to address the discussants were: Mr. Feodo Starcevic, Director UNIC; Mr. J Egbert Samraj, Co-president,

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## Public Lecture on International Workers Day

Delivering lecture on the theme at IAEA headquarters on May 1, 2002, Shri Kailashchandra Pant, Secretary-Director, Madhya Pradesh Rashtriya Bhasha Samity, Bhopal, observed: "May Day represents, perhaps, the most broad-based social revolution, which radically changed the course of human history. It has

Shri Pant, although it is a fact that the concept of social welfare is not getting the weightage that it deserves, yet the message of solidarity of labour and the resolve to fight against exploitation behind May Day celebrations are bound to have far-reaching consequences for it will surely help in expansion of facilities for workers



Shri Kailashchandra Pant giving his International Labour Day lecture. On his left is Shri BN Kamble, who presided over the event.

also proved to be an important watershed as from now onwards the struggle to grab economic resources in a social setting turned group-based (*i.e.* huge groups of commoners) instead of remaining individualistic or family or clan-based." The biggest message of May Day was solidarity of all working classes and fight against exploitation, according to Shri Pant.

In his lecture, Shri Pant, besides tracing the genesis of International Labour Day, spelled out the significance of celebrating May Day even in the changed economic scenario of India. According to

education, and enhancement of capacity to fight for safeguarding labour's political rights. According to him, the biggest contribution of May Day celebrations is to keep alive human consciousness to fight against exploitation.

Shri BN Kamble, General Secretary, IAEA, presided over the lecture session, while Shri NC Pant, Joint Secretary of IAEA, gave the welcome address. The vote of thanks was proposed by Shri MK Gaur, Consultant IAEA.

The lecture was attended by a large number of IAEA members, academics and others.

## IAEA Honours Staff

To mark International Labour Day, two of the senior most employees of IAEA Smt. Veena Mahajan, Superintendent; and Shri Devi Dutt, Head Peon, were honoured. Shri KC Pant presented woollen shawl and a coconut to each of them.

## Call for Balanced Education System

A seminar on "Examinations: Relevance and Reassessment", organised on April 20 at New Delhi, was addressed by Smt. Sheila Dixit, Chief Minister of Delhi.

In her inaugural address, Smt. Dixit gave a call to create an education system for children which creates a balance between child's skills and sensibilities without causing any stress. Does the present education system prepare children for this or is it breeding cynicism, the Delhi Chief Minister questioned, urging educationists and experts to give a serious thought to the issue.

Shri Ashok Ganguly, Chairman of CBSE, underlined the need of a new system of education where the admission to the colleges was based on the marks of 10th and 12th grade in addition to continuous assessment and aptitude test.

Prof. Deepak Nayyar, Vice-Chancellor, University of Delhi observed: "Our educational system seems to be obsessed with grades ignoring the average learner. Therefore, the exam reforms cannot be brought about without reforming the education system. There should be right blend of devolution with some form

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## Christian & National Objectives of Education

A symposium on Christian and National objectives of Education was held at Rachol Seminary recently with Dr. Rita Paes, Principal of Nirmala Institute of Education, as the Chief Guest.

Prof. Newman Fernandes, under whose guidance the symposium was organised clarified the purpose of the symposium by quoting the Document 'Ecclesia in Asia'. He said that Catholic schools have a special role to play taking into consideration the Christian and National objectives of education.

Mr. Valentine Alvares, in his presentation pointed out that the true aim of Catholic education was to form the human person to attain his ultimate goal and to work for the society. He highlighted the various agencies like the State, the Church, Schools, Colleges, Universities and Teachers who had to work collectively in forming the human person.

Mr. Jeronimo Afonso, speaking on implementation of National Policy of Education (NPE) of 1986, observed that little progress was made by the NPE both at the National level as well at the State level. He commented that implementation of the main principles of NPE has become a very slow process.

This was followed by the presentation on '1992 Revision of the National Policy of Education' by Mr. Barry Cardozo. He stressed the need to revise the policy on the basis of the feedback received from various States. Revision of NPE must also incorporate value education according to him. He commented that there

were a lot of good strategies on paper but how, where and when these would be implemented need to be seen.

The Chief Guest, Dr. Rita Paes in her address emphasised that the central focus of Catholic education was growth of the human person in totality, that is, the growth of the mind, body and spirit. She stressed on intellectual development and said that mediocrity should be discouraged in education. She stressed that in the field of education we must be in the forefront and emphasised the academic, personal, people related and reality related skills. She very emphatically said that there was need to learn from anyone, be they parents, teachers, friends, poor or rich.

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### building a .....

FINCUN; Smt. Jayati Chandra, Joint Secretary, Ministry of Social Justice and Empowerment (GOI); Prof. Vinod Kumar, Emeritus Professor, St. Stephen's Hospital, Delhi, and Member, Expert Advisory Panel on Ageing and Health, WHO; Dr. Shubha Soneja, Head (R&D), Helpage India; and Dr. AB Dey, Additional Professor and Chief, Geriatric Services, Department of Medicine, AIIMS, New Delhi.

Shri Prem Chand and Shri MK Gaur, Consultants from IAEA, participated in the discussion.

*Make a lifetime commitment to self-improvement by objectively and unemotionally evaluating all your actions.*

*Keep asking yourself, "How could I have done better?"*

## AIATE Conference on Teaching Strategies

The All-India Association of Teacher Educators is organising its annual conference for 2002 on 22-23 December at New Delhi. The theme of the conference is on Teaching Strategies. These strategies cover all stages and all subject areas and would be restricted to present practices and future directions. The conference will be International.

The members and non-members of AIATE may send their papers for presentation and publication in hard/soft copy (floppy) by October 15, 2002 to Dr. Gopal Rana, Organising Secretary, All-India Association of Teacher Educators, MV College of Education, Shakarpur, Delhi - 110 092. Enquiries regarding the conference may also be sent to Dr. Rana on Phone No.011-6093062 or e-mail: rpsingh1@hotmail.com or rpsinghrag@now-india.net.in.

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### call for .....

of normalisation and standardisation between the teacher and the taught.

During discussion, educationists and policy-makers stressed on total revaluation of examination system and advocated setting up of a high-powered coordination committee, with representatives of Union Government, key education boards, schools and universities.

The basic recommendations included formulation of an alternative evaluation system, satisfying the students and testing their objectivity, need for grading system till class VIII, and no entrance test for primary schools.

## Education India 2002 Show

A three-day mega show providing an opportunity to those keen on pursuing higher studies abroad to know what to look for and where commenced at New Delhi's Pragati Maidan on March 23.

This show of educational professionals, inaugurated by Dr. Karan Singh, eminent educationist and former Union Minister, brought opportunities for students to pursue higher studies in Indian and overseas universities, schools and colleges, technical institutions along with rich exposure to career opportunities.

Sponsored jointly by TAFCON Projects (India) and the Winchester Group, U.K., the exhibition promoted the theme of "Education without Borders". According to Cheryl Hanley, representing the U.K. partner, the event sponsored by them was India's first major international exhibition and conference on education providing a unified forum for students, education professionals and education suppliers.

The three aspects of the exhibition, she said, were: for Indian students -- an exposure to Indian and overseas universities, schools, colleges, technical education institutions and career opportunities; for educational professionals -- participation in conferences and seminars on key issues, including how to forge links with international educational institutions; and for educational suppliers -- showing them how to bring international education supply companies as business partners in India.

## SRC-JMI Celebrates 'Saksharta Utsav 2002'

The State Resource Centre (SRC), Jamia Millia Islamia University (JMI) organised a day-long Saksharta Utsav 2002 on March 6 at JMI, New Delhi, in which 15,000 neo-literates, literacy volunteers and development functionaries drawn from 32 voluntary agencies of Delhi, UP and Rajasthan participated.

The Utsav's objectives were to create conducive environment for literacy and mobilize public opinions. It also provided an opportunity to the learners, volunteer instructors and field functionaries for creative self-expression of learning through participation in literacy programmes. It also served as a forum for interaction among the organization and individuals associated with literacy and adult education.

Mrs. Maqbool Nikhat Mahdi, the chief guest, inaugurated the Utsav with an address in which she emphasised indispensability of literacy in women's development and empowerment. Mr. MNA Chaudhary, Pro-Vice Chancellor of JMI, presided over the inaugural function. Shri S Regunathan, Principal Secretary to Chief Minister of Delhi, was the special guest.

Celebrating their victory over illiteracy and ignorance, the participants displayed their newly acquired literacy skills and confidence by participating in competitive events like 'On the Spot Writing', Bori Literacy Race, Quiz, Song, Embroidery, Mehndi Application, Skit, etc.

Mr. Syed Shahid Mahdi, Vice-Chancellor of JMI presided over the prize distribution function in which Mrs. Nishat Farooq, Director SRC-JMI, welcomed the guests. Dr. OP Kejriwal, Director,

Nehru Museum and Library, who was the chief guest, emphasised the need for involving more and more people in literacy mission.

## Maulvi Sammellan and Quranic Qirat Competition in Deeg

The SRC Jamia Millia Islamia, New Delhi, in collaboration with Society for All Round Development (SARD), a Delhi-based NGO working for development of Meo-Muslims of Bharatpur District of Rajasthan, organised a Maulvi Sammellan on December 22 at Rambagh, Deeg; and a Quranic Qirat competition on December 23 at Deeg for Madarsite male and female children.

The SARD has been organising a number of programmes -- including programmes on education (setting up of Balwadis) and health *melas* (monthly check ups), in collaboration with other local NGOs for goods and services, awareness programmes for the community at large, co-ordination with government departments -- in the interior villages of Deeg Block for the past few years.

Due to pervasive illiteracy, abject poverty, unemployment and shrinking land holdings, major intervention is in the field of education. The overwhelming majority of the population sends their children to traditional Madarsas, mostly run in the village mosque. Most of the children learn Arabic recitation of Holy Quran. Few of the Madarsas have Urdu Courses of *Qaida* (Primers). However, majority of Madarsas do not insist on writing. Girls are hardly sent to the Madarsas as Meos, by and large, do not encourage female education. However, SARD has tried to mobilize public opinion for female education and has taken practical steps in this direction.

Initially, Maulvis of several villages were sensitized at Khoh village in collaboration with SRC Jamia followed by a two-day training programme for the Mudarris in March and April, 1999. The effort yielded some fruitful results. Public opinion were found to be in favour of educating their children both male and female. Attendance and enrolment in Madarsas rose to a considerable extent because of this intervention. SARD started Quality Education Centres (QECs) in several villages under Programme for Enrichment of School Level Education (PESLE) sponsored by Agha Khan Foundation. It has brought hundreds of young out-of-school children in QECs.

In order to mobilize the entire community and sensitize all the Maulvis of project areas, it was decided to organize a Maulvi Sammelan and a Quranic Qirat Competition so that the religious heads may come forward and influence local population for educational programmes and develop competitive spirit among the Madarsa inmates.

In the Maulvi Sammelan, 20 Maulvis from Hingota, Padla, Garhi Mewat, Toda, Rund Khoh, Karmuka, Gadarvas, Khoh and Kalyanpur took part. The Maulvis were briefed by the Chief Executive of SARD about the organization. The Maulvis unanimously agreed that all out efforts be made to mobilize the entire village popu-

lation for educating their children of either sex.

In the Quranic Qirat Competition, children (both male and female) in the age group of 10 years and 10 years plus studying in the Madarsas of these villages participated. The children were asked to recite given 'verses' from *Quran*. The time taken for recitation, proper punctuation and the very tune of Qirat was considered for judging the performance of the children.

In all, 28 children (including 13 females) participated. People in hundreds witnessed the event with rapt attention. Medals were given to the winners. The Maulvis addressed the gathering and asked the children to improve.

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**REGISTERED NEWSPAPER**

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

TO



## Nehru and Tagore Literacy Awards

### Recommendations Invited

The Indian Adult Education Association (IAEA) invites recommendations for 2002 Nehru and Tagore Literacy Awards for outstanding contribution towards *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 *promotion of adult education among women, creating awareness among them and improving their social and economic status.*

The awardees will be selected from a 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:

1. Literacy work among non-literates,
2. Post-Literacy and Continuing Education work for neo-literates,
3. Continuing Education and Extension work,
4. Organisational work, and
5. New teaching devices and improved teaching materials developed.

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

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

Thirty individuals and three

institutions have received 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.

Last date for receipt of recommendations on prescribed proforma (separately for Nehru and Tagore Awards) is **August 31, 2002.** (Forms for making recommendations have been given at pp.7&8 of this Newsletter).

Further information can be had from:

General Secretary,  
Indian Adult Education  
Association,  
17-B, Indraprastha Estate,  
New Delhi - 110 002.  
Fax - 011-3378206.  
E-mail : [iaea@vsnl.com](mailto:iaea@vsnl.com)

## Tamilnadu Branch Election Results

Members of the Tamilnadu Branch of IAEA met on April 6, 2002 at Sacred College, Shenbaganur, Kodaikanal, with Dr. L Raja, Vice-President, IAEA (Headquarters) in the chair. Besides expressing their gratitude to IAEA headquarters for electing Dr. L Raja from Tamilnadu Branch as one of the Vice-Presidents at the national level, the members elected the following office-bearers of the Branch for the term 2002-2003:

### 1. *President:*

Dr. K Govindraj, President, SEVAI, Chennai.

### 2. *Vice-Presidents:*

(i) Dr.(Mrs) S Umayya Parvathi, Professor, Centre for Adult/Continuing Education & Extension, Annamalai University, Annamalai Nagar; and

(ii) Mr. John A. Joseph, Director, State Resource Centre, Adyar, Chennai.

### 3. *Secretary:*

Dr. K. Parthasarathi, Director, Department of Adult/Continuing Education & Extension, Bharathidasan University, Tiruchi.

### 4. *Joint Secretary:*

Dr.(Mrs) Naseem Auther, Assistant Director, Department of Adult/Continuing Education & Extension, University of Madras, Chennai.

### 5. *Treasurer:*

Dr. R. Rajan, Co-ordinator, State Resource Centre, Adyar, Chennai.

### 6. *Members of Executive Committee:*

(i) Dr. G. Ramakrishnan, Reader, Department of Education, Madurai Kamaraj University, Madurai;

(ii) Fr. Elias Maria, S.J., St. Joseph's College, Tiruchi;

(iii) Dr. S. Karupiah, Sr. Gr. Project Officer, Department of Adult/Continuing Education & Extension, Bharathidasan University, Tiruchi;

(iv) Dr. N. Nagarajan, Project Officer (Sr.), Department of Adult/Continuing Education & Extension, University of Madras, Chennai;

(v) Mrs. R. Kalpana of Gandhigram;

(vi) Dr. A. Muthumanickam, Reader, Department of Adult/Continuing Education & Extension, Madurai Kamaraj University, Madurai;

(vii) Adv. R. Vijaya of Chennai;

(viii) Shri V. Jayachandran of Achirapakam; and

(ix) Dr. L Raja, Assistant Director, Department of Adult/Continuing Education & Extension, Gandhigram Rural Institute, Gandhigram.

Among the resolutions adopted by the meeting were: (i) to conduct a meeting of the branch towards the end of May to prepare Branch's annual plan; (ii) to enrol more life members of the Branch; and (iii) to have greater coordination with state, district, and panchayat level institutions. ■

## Legal Literacy Workshop for University/College Women Teachers

A two-day legal literacy workshop for women teachers of university and college teachers was recently inaugurated with an address by Shri RS Choudhary, Vice-Chancellor of Kurukshetra University at Kurukshetra.

The workshop was organised by Women Studies Research Centre of the university to mark the International Women's Day.

Shri RS Choudhary observed in his address that with the advancement of science and technology, role of women had changed. He said women were oppressed due to ignorance about their legal rights. The only way to improve their position in society was to educate them about their rights, he said.

He also emphasised on the need for providing counselling services to women in villages.

He hoped that speakers in the workshop would come up with viable solutions to provide legal literacy to women. He also expressed his satisfaction that the Centre was working for the uplift of women. ■

## IGNOU's Short-term Computer Course

A short-term Computer Literacy Programme was launched by Prof. HP Dikshit, Vice-Chancellor, Indira Gandhi National Open University, in the Electronic Media Production Centre (EMPC) in South Delhi. It is a course of one-month's continuous duration. ■

## Linking Education with Hill Environment in Uttaranchal

For over a decade now, a quiet but radical experiment in innovative education has been going on in 40 villages of Jaunpur region in Tehri in Uttaranchal state. It is being carried out by Society for Integrated Development of Himalaya (SIDH), a Landour (Mussoorie) based voluntary organisation, in response to community demands. It is based on the belief that no meaningful education can be imparted unless the school is linked to local government and has support of local community.

The SIDH realised that by and large, the existing education system alienates students from their traditions, community and family. Therefore, it is striving to reduce dependence of students on textbooks and instead teach them through locally available material. To support its experiment, the SIDH has recently brought out two sets of books titled *Hamare Jaunpur Ke Pedh Paudhe*, giving information on 50 local species of trees while the other book is a guide-book for teachers. Mostly, the schools are being run by local hill people and most of what is being taught is based on local context.

For these SIDH books, children themselves collected information on all trees/shrubs growing in and around that area, which was then collated in class, analysed and gaps identified. This process enabled the child to learn in an integrated manner about environment, science and

geography and help improve his/her language and communication skills, besides enhancing their self-work and self-esteem.

SIDH's education programme has been recognised and documented as an innovative programme by the MS Swaminathan Foundation, Aga Khan Foundation and CHETNA.

SIDH's concepts like flexi-time, multi-grade teaching and "balshals" have been adopted by agencies like the District Primary Education Programme, (DPEP), and the national Council of Educational Research and Training (NCERT). ■

## Kerala University Course on Continuing Education

Centre for Continuing Education and Extension (CACEE) of University of Kerala has developed a special course on Continuing Education for the working and potential workers in the field of Non-formal, Adult, Continuing Education and Extension, Field Outreach, Literacy, Post Literacy, and agencies like Nehru Yuva Kendra, State Resource Centre, State Literacy Mission, NGOs etc.

Minimum eligibility qualification for Post Graduate Diploma in Continuing Education (PGDCE) is Bachelor's degree or an equivalent qualification. Its duration is one year.

Besides providing printed notes to the students, the University will organise a 20-day contact programme with students at different intervals. There will in all be six papers and each paper carries 80 marks for written

examination and 20 marks for internal assignments.

Prospectus containing admission form(s) and other details can be had directly or by post from *Director, Institute of Distance Education (IDE), University of Kerala, Kariavattom Campus P.O., Thiruvananthapuram - 695581*, on payment of Rs.50/- at the University cash counter or by sending DD for Rs.50/- drawn in favour of The Finance Officer, University of Kerala, payable at Thiruvanthapuram. Candidates who need admission form by post shall send a self-addressed stamped (Rs.10) envelope (27 x 13) along with a written request and the DD. *Last date for submission of filled up application forms is June 29, 2002.*

The University Fax No. is: 0471-307158 and telephone number of IDE is 0471-418019.

## Two Million Annual Work-Related Deaths

According to International Labour Organisation (ILO), the annual death toll from job-related diseases and injuries has risen to two million, while many more people are injured as a result of their work. The ILO released the statistics on the subject on May 24 on the eve of World Congress on Occupational Safety and Health at Work, which opened on May 26 at Vienna.

The estimates, covering year 2000, show that on an average, 5,000 people died every day, and every deadly accident caused additional 500 to 2,000 injuries.

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## **Symposium on Objectives of Education**

A symposium on Christian and National objectives of Education was held at Rachol Seminary recently with Dr. Rita Paes, Principal of Nirmala Institute of Education, as the Chief Guest.

Prof. Newman Fernandes, under whose guidance the symposium was organised clarified the purpose of the symposium by quoting the Document '*Ecclesia in Asia*'. He said that Catholic schools have a special role to play taking into consideration the Christian and National objectives of education.

Sh. Valentine Alvares, in his presentation, pointed out that the true aim of Catholic education was to form the human person to attain his ultimate goal and to work for the society. He highlighted the various agencies like the State, the Church, Schools, Colleges, Universities and Teachers who had to work collectively in forming the human person.

Sh. Jeronimo Alfonso spoke on Implementation of National Policy of Education (NPE) of 1986. He said that little progress was made by the NPE both at the National level as well as at the State level. He commented that implementation of NPE has been so slow that it raises doubts about government's seriousness on implementing the main principles of the policy.

This was followed by the presentation on "1992 Revision of the National Policy of Education" by Mr. Barry Cardozo. He stressed that there was a need to revise the policy in view of the feedback received from various

States. He commented that there are a lot of good strategies on paper but how, where and when these would be implemented need to be seen. He also said that steps must be taken to establish credibility of the NPE and revision of NPE must be undertaken to introduce value education.

The Chief Guest, Dr. Rita Paes in her address emphasised that the central focus of Catholic education was growth of the human person in totality, that is, the growth of the mind, body and spirit. She stressed on intellectual development and said that mediocrity should be discouraged in education. She stressed that in the field of education we must be in the forefront and emphasised the academic, personal, people-related and reality-related skills. She very emphatically said that there was need to learn from anyone, be they the parents, teachers, friends, poor or rich. ■

## **Rural Library Scheme in Haryana**

Haryana Chief Minister Om Prakash Chautala recently launched the Chaudhry Devi Lal Rural Library Scheme by releasing a set of 60 books brought out by the Haryana Sahitya Academy at a National Workshop on Technical Terminology held at Chandigarh.

In his address, the Chief Minister laid stress on promotion of Hindi and added that its vocabulary should be simple and understood easily by the common man. In doing so, he said, not only would the common man benefit, but Hindi language too

would be enriched.

Earlier, the Chairman of the Commission for Scientific and Technical Terminology of the Union Ministry of Human Resource Development, Harish Kumar, said that the commission had been enriching Hindi by improving its vocabulary. At present, there were seven lakh technical words available for use. He appreciated the steps being taken by the Haryana Sahitya Academy to enrich Hindi language and said that it was for the first time that such a function had been organised in Haryana.

The Director of the Academy, Chander Trikha, said that as against six 'granths' brought out by the Academy in the last decade, a scheme had been introduced to publish 40 'granths'. Books brought out by the Academy would be sent to all panchayats under the new rural library scheme. ■

## **Health Camp for Street Children**

Association for Development (AFD) organised a health camp for street children on March 30, 2002 at the New Delhi Railway Station. Dr. MY Shareef, Consultant Surgeon, Jamia Millia Islamia, volunteered his services for this purpose. Dr. Shareef examined these children and prescribed medicines for them. Most of these children were suffering from skin allergies.

AFD is a non-profit making voluntary organisation of trained social workers committed to the cause of the underprivileged sections of society. ■

## Convergence of CEP with Horticulture Department in Himachal

In response to a letter from State Resource Centre, Himachal Pradesh, Shimla to the Chief Secretary to Government of Himachal Pradesh on implementation of Continuing Education Programme (CEP) as a support system to various sectors/departments of the state government, the Director of Horticulture, HP, has issued a circular to his Department for interlinking/integrating CEP with Horticulture sector in the state and any resource input/ cooperation for this purpose from Horticulture Department may be obtained at all levels to organise various activities under CEP. Thus, the Horticulture Department of Himachal Pradesh has emerged as the first Department to institutionalise its departmental activities with CEP.

According to the letter of Director, Horticulture, CEP is an ambitious programme which envisages to cater to the information, learning and training needs of the people down to the grass-root level, covering different aspects of life. Under this programme, there will be one CE Centre at each Gram Panchayat level with sub-centre at Ward level if so required. This centre will act as centre for discussion, information dissemination, mobilization, training etc. It can be a point for convergence of various activities of different sectors/departments for which they are working without consolidation of their efforts, to get the maximum output with the least of inputs and efforts. Thus,

there is an immediate need for Intersectoral/departmental coordination, more particularly because the ultimate targets of each department/sector are the people living at the grass-root level.

The CEP, to be implemented in various Districts through ZSSs, can augment the departmental efforts as a support structure to various development/welfare departments, insofar as their Extension and Information, Education, Communication (IEC) activities are concerned.

The SRC, HP, Shimla has been established to provide resource and material support to ZSSs. For this purpose, it has already organized a number of sectoral workshops with departments like Animal Husbandry, Agriculture, Horticulture, Health, Social Welfare, Panchayati Raj Institutions (PRIs), Forest and for extension personnel of different departments. These workshops have provided a deep insight to have intersectoral coordination for dissemination of information, mobilization, identification of Information, Training and Learning (ITL) needs of people on various aspects at the grass-root level. In short, the State Resource Centre is presently working to develop methodology/strategies in the following areas, based on its experiences in District Mandi where CEP is currently going on:

- Convergence at Gram Panchayat Level,
- Intersectoral coordination and integration,
- Use of information technology on the pattern of Lokmitra

project in Hamirpur,

- Identification of information, training and learning needs of people to enable the service departments to satisfy these needs,
- Preparation of learning packages and need-based training of Government departments,
- Preparation of compendium of Government schemes and facilities available for the people,
- Coordination of IEC campaigns on different issues by the departments through the voluntary organizations, like HGVS etc., and
- Conduct research studies and surveys in related fields. ■

*Contd from page 3 col 3*

## **two Million .....**

According to the ILO report proposed for the World Congress, the number of documented deaths among workers has increased since 1990, in part because of better statistical accounting but also because the number of cases of work-related cancer and circulatory diseases have increased. Also, over the past decade, figures for fatal accidents went up slightly in developing countries but decreased in most industrialized countries.

According to the report, the biggest killer in the workplace is cancer, causing roughly 640,000 or 32% of deaths, followed by circulatory diseases at 23%, accidents at 19% and communicable diseases at 17 per cent. Asbestos alone, the report says, takes some 100,000 lives annually. ■

## Special Course on Educational Management

The Centre for Adult/ Continuing Education and Extension (CACEE) of University of Kerala has launched a Post Graduate Diploma in Educational Planning, Management and Administration (PGDEPMA) for working and potential Lecturers, School Teachers, 'Plus Two' School Teachers, Lecturers in Vocational Higher Secondary Schools, DIETs, TTIs, PPTTIs, District Centres for English, Head Masters of LP, UP and HS, Principals and Educational administrators of all categories. (There will be separate specialization in School Education/higher Education.)

Eligibility prescribed for admission to the course is Bachelor's Degree from a recognised university or an equivalent qualification.

Duration for the course is one year.

Besides providing printed notes to the students, the CACEE will organise 20-day contact programme for students.

There will in all be six papers and each paper carries 80 marks for written examination and 20 marks for internal assignments.

Prospectus containing admission form(s) and other details can be had directly or by post from the *Director, Institute of Distance Education (IDE), University of Kerala, Kariavattom Campus P.O., Thiruvananthapuram - 695581*, on payment of Rs.50/- at the University cash counter or by sending DD for Rs.50/- drawn in favour of The Finance Officer, University of Kerala, payable at Thiruvantha-

puram. Candidates who need admission form by post shall send a self-addressed stamped (Rs.10) envelope (27 x 13) along with a written request and the DD. *Last date for submission of filled up application forms is June 29, 2002.* ■

## Study on Quality of Primary Education in Bangladesh

CAMPE of Bangladesh is launching its annual report on quality of Primary Education entitled "Education Watch".

With focus on quality of primary education in Bangladesh, the study is based on extensive research comparing actual competency levels of primary school students in Bangladesh to national standards. The study reveals depressing evidence of low achievement of fifth grade students.

For copy of the report, please contact Rasheda Chowdhury at:

[camp@bdfcom.com](mailto:camp@bdfcom.com) ■

## Kenya's Efforts Towards Education For All

In response to increasing public pressure, Government of Kenya, towards the end of year 2001, announced a government plan to make primary education free and compulsory to ensure that the programme brings best benefits to the children.

In the meanwhile, President Moi of Kenya has blamed unauthorised school fees for high drop-out rates in Kenya's public schools. According to Government of Kenya, primary school enrolment in Kenya has fallen

from 100 percent to 87 percent, and in some areas, enrolment of primary school children in as low as 26 percent.

## NGOs Seek Bigger Role in 'Education for All' in Nepal

With more than half of its school-age children illiterate and one-third deprived of education, NGOs in Nepal are ready to join hands with government in the 'Education For All' campaign according to a report published in *Education Action*.

Education for All Civil Society Forum, a coordination group of NGOs, proposes to: manage human resources or conduct training; develop teaching-learning materials and additional reference materials for children; develop training packages; render simple technical assistance (planning, monitoring, inspection, evaluation); initiate new methodology in school teaching; expand education awareness programmes and make education gender-sensitive by increasing participation of girl children and women.

The government has not been convinced yet that NGOs can contribute to formal education. Therefore, the issue of partnership is being raised. However, the government has not barred NGOs from being involved in the Education for All campaign and there is no legal hurdle in receiving assistance from donor agencies by any NGO. But the NGOs are expecting to participate in the campaign with certain responsibility. Therefore, they expect government to take the coordination process forward. ■

# 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 2002

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

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

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3. Designation of worker (if recommended)

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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

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(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.

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7. Any additional information

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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 2002

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

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

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3. Designation of worker (if recommended)

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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:

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(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.

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7. Any additional information

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Date

Signature of the Recommending Authority



## DOCUMENTS

Sehgal, Gur Charan Singh. *Work Education*. New Delhi, A.P.H. Publishing Corporation, 2001, p 256, Rs.600.

For effective implementation of Work Education, the author has carried out an empirical study on the subject in Delhi's government secondary and senior secondary schools of nine educational districts run by Directorate of Education, NCT of Delhi. This volume carries the contents of that study in five chapters.

The first chapter of the book is on "Problems and Its Setting" wherein he discusses the concept of Work Experience, objectives of the study, methodology, sample, tools, analysis of data, etc. of the book. The second chapter of the study reviews related studies on the subject. Third chapter looks at methodology of the study. While chapter four covers analysis, results and interpretation of data and findings, chapter five gives summary conclusions, educational implications and suggestions.

This study, thus, explores and critically evaluates many aspects of implementation of Work Experience programme, such as types and patterns of Work Experience activities, space requirements, infrastructural facilities, administrative procedures, financial support and its procedures, teaching staff, learning objectives, curriculum,

teaching methods, and evaluation in Government and Government aided secondary and senior secondary schools of Delhi. Based on the quantitative and qualitative analysis of the responses obtained and also on the basis of on-the-spot observations, conclusions have been drawn and remedial action suggested keeping in view the usual constraints.

Rai, Amar Nath. *Distance Education : Open Learning Vs Virtual University Concepts*. Delhi, Authorspress, 2000, p 274, Rs.450.

Distance Education comprises a system where interacting learner and teacher are separated by space and time, while open learning focuses on removal of many restrictions and rigidities in opening the doors of education. Reviewing global developments in teaching science and technology at university level through the distance mode, the book covers its theme in 15 chapters.

First chapter is on concepts of distance education while chapter two looks at distance learning environment, chapter three is devoted to electronic distance education (EDE). Chapter four deals with modular distance learning and chapter five is on corporate distance learning. Chapters six and seven are on internet and distance learning and distance learning principles. While chapter eight deals with open learning: medium of education for all, chapter nine focuses on specification of on-line

lectures. Chapter ten of the book deals with interactive learning over the internet and chapter 11 focuses on tutoring tools in a computer-integrated learning. While chapter 12 is on monitoring a CMC environment, chapter 13 discusses digital multimedia and its allied areas. Chapter 14 is on virtual university concepts and the last-chapter is on learning in cyberspace.

Patnaik, M.S. *Interactive Distance Learning Over Internet*. Delhi, Rajat Publications, 1999, p.306, Rs.550.

To satisfy military training needs, M/s Global Information Systems Technology Inc. implemented a hybrid Internet course. The domain of this project was Military Decision Making Process for Advanced Armour Officers Course at Fort Knox. The present volume covers details of this hybrid Internet Course.

The book has 31 chapters. Chapter one is on interactive distance learning over the Internet. Chapters two and three are on production and validation of video teaching-learning materials and remote distance programme via the Internet. Chapter four is on interactive distance education network. Chapter five deals with electronic distance education. Chapters 6 and 7 are on integrating technology into teaching and learning using the world wide web. Chapter 8 is on planning and development of an interactive computerised information tech-

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## Dr. Mohan Singh Mehta Research Fellowships

The Indian Adult Education Association invites proposals for two (one in English and other in Hindi) Dr. Mohan Singh Mehta Research Fellowships for 2002.

The fellowships are available to individuals interested in undertaking research in adult, continuing education and population education.

The major objectives of the Fellowships are to strengthen the on-going programme and to suggest new priority programmes in adult education.

Some of the suggested topics are:

- Case study of the Literacy Campaign launched in a district;
- Comparative study of the organisation and functioning of State Resource Centres run by voluntary agencies, Universities and State Governments;
- Critical appraisal of the organisation and impact of continuing education/CEC;
- An enquiry into the factors promoting and intervening in retention of neo-literacy among various sections of the society;
- An appraisal of the neo-literate books published in various languages with a view to evolving criteria for preparation of such books;
- An enquiry into levels of aspirations and achievement among adult learners;
- Motivational factors and expectations of adult education functionaries -- a comparative study among students and youths;
- An enquiry into continuing education needs of neo-literates and drop-outs; and
- Role of adult education in reducing poverty.

Proposals from individuals should be sent through institution/ university in which they are working.

A sum of Rs.10,000/- to be awarded for each fellowship will be released to the institution responsible to administer and manage the funds. The duration is one year.

The detailed proposals should reach the General Secretary, Indian Adult Education Association, 17-B, I.P. Estate, New Delhi-110002 by **August 15, 2002**.

Fax 011-3378206, E-mail : [iaea@vsnl.com](mailto:iaea@vsnl.com)

nology. Chapter nine is on learner's perceptions on learning through the web. Chapter ten deals with web-based training. Chapters eleven and twelve are on distance learning course on business on the Internet, and Internet in social studies instructions. Chapter thirteen is on university-industry and multimedia presentation. Chapter fourteen deals with effective multimedia business. Chapter fifteen is on integrating technology tools into the language curriculum. Chapter sixteen is on new way for distance communication, and chapter seventeen is on Internet or not to Internet. Chapter eighteen is on information technology. Chapter nineteen deals with Internet. Chapter twenty is on interactive multimedia. Chapters 21 and 22 are on interactive technical documentation and automated instructional design software. Chapter 23 is on shifting attention in multimedia. Chapter 24 deals with computer integrated learning. Chapters 25 and 26 are on computer literacy course and cost effective skill training module development. Chapter 27 is on desktop video conferencing and internet. Chapter 28 deals with games in web-based instruction. Chapters 29 and 30 are on teaching and research through super JANET and ISDN in higher education; and interactive use of IT in teaching and learning. The last chapter is on desirability of learning computer skills.

The volume also carries an index for easy access to information contained in the volume.



### Primary Education As Fundamental Right

On May 14, Rajya Sabha passed the 93rd Constitution Bill to provide for free and compulsory education to children between the age-group of six to 14 years. The Bill was passed by Lok Sabha earlier. ■

### National Open School and Reforms in Education System

Having 11 lakh students on its roll (4 lakh in elementary education through NGOs and 7 lakhs in secondary, senior secondary and vocational courses), the NOS has been busy revolutionising the existing educational system.

Important changes introduced by NOS include freedom to choose any combination of subjects at secondary and senior secondary levels. The combination can be as strange as Music, Chemistry, Political Science, Geography, Economics and Hindi.

It has recently started a system of 'On Demand Education' which will enable a student to give

exam at any time any day and in any subject. For this, a student will just need to go to any of the 1,500 accredited institutions where his roll number would be fed in the computer. The interconnected computer will generate the question paper, which the student has to answer then and there. It is subsequently marked. If the student does not like his score, another attempt can be made after two days.

The NOS allows a student nine attempts in five years to secure pass percentage.

According to Chairman of NOS, the main essence of NOS is to remove the tyranny of education and kindle the light of learning in everybody's heart. ■

### World Literacy Canada's Programme for India

Founded in 1955 by a small group of Canadians concerned with supporting literacy initiatives in India through education and community development programmes, World Literacy Canada (WLC) has -- after supporting literacy and development programmes in Canada, Africa, Asia, Latin

America and the Caribbean -- chosen to focus its current work on India, Nepal and Sri Lanka. For this purpose, WLC has formulated a plan for three year i.e. 2000-03.

The WLC returned to its Asian roots in 1980s to renew its focus on projects in Asian region. Since 1990, WLC has worked in partnership with 38 Indian NGOs. WLC opened its first ever branch office in Varanasi in 1995, run by Indian staff.

WLC concentrates on programmes that address the issue of adult literacy, particularly on meeting needs of women. WLC claims to believe in a holistic, integrated approach to literacy and community development and try to develop its programmes with sensitivity to the needs and cultural context of the communities in South Asia and Canada.

WLC, a non-profit Canadian voluntary organisation, promotes international development and social justice and supports community-based programmes that emphasise adult literacy and non-formal education for both children and adults. WLC believes that: (1) Illiteracy is both

a curse and consequence of poverty and under-development; (2) Literacy provides the means by which people and communities can attain greater control over their destinies; and (3) Literacy is a basic human right.

WLC's principles of operation are: (1) According priority to projects that integrate adult literacy programmes to overall development projects; (2) According priority to projects which focus on improving life of women and their families; (3) Supports only those community based programmes as are relevant to express community needs; (4) Works to establish clear link between its overseas work and the work it does in Canada; (5) Its mandate is implemented by building relationship with selected partner communities in developing countries; (6) It carefully chooses its partners based on shared long-term vision and strategies of literacy development as well as a clear evidence of organizational viability and responsiveness to community needs; and (7) It remains committed to community-based development by working with emerging NGOs in capacity building.

In the first annual issue (brought out in 2001) of its annual bi-lingual (Hindi and English) periodical entitled "Akshar", WLC has published its goals of 2002-2003 Programme as follows:

1. To strengthen the capacity and performance of WLC's NGO partners in India, Nepal and Sri Lanka, and the WLC staff, board and volunteers.

2. To ensure integration of

literacy into all WLC community development projects.

3. To support disadvantaged women with programmes focused on meeting their specific needs that ensure women's active participation at all levels.

4. To actively engage in the struggle for civil society, human rights, women's empowerment and literacy in Canada and South Asia.

5. To encourage children's education and better parenting.

6. To improve health and health awareness through preventive and primary health care programmes.

7. To encourage and facilitate networking and partnerships between WLC and other organizations.

8. To organize educational exchanges on literacy, culture and poverty issues between Canada and India.

9. To promote Canadian public awareness and understanding about literacy and poverty issues in Canada and India.

With its preference with regard to target groups as: women 70 percent, children 20 percent and men 10 percent, WLC's developmental priorities during 2000-2003 programme were as follows:

- Basic education,
- Women's empowerment,
- Early childhood development,
- Income generation Programme,
- Meeting basic needs,
- Health,
- Advocacy, and
- Human Rights ■

## New UNESCO Periodical on Education

The United Nations Educational, Scientific and Cultural Organization (UNESCO) has launched a new quarterly newsletter for its Education Sector in April 2002.

The new periodical entitled *Education Today* replaces UNESCO's *Countdown* which during the past six years carried information on education activities and initiatives around the world.

The 12-paged, two colour new periodical, besides providing opportunity for expanding UNESCO's outreach, promises to provide more in-depth treatment to current educational issues as well as UNESCO's position on new trends. *Education Today* is published in six official UN languages (Arabic in Beirut, Chinese in Beijing, English and French at UNESCO Headquarters, Russian in Moscow and Spanish in Santiago).

Each issue of the newsletter is divided into six sections, one of which is a four-page Dossier devoted to a topical educational theme. The first issue examines whether education, as it is delivered today, is geared to war or peace. Education Ministers from Bosnia and Herzegovina, Chila and Rwanda have shared their views with UNESCO in these pages.

The Learning World section focuses on UNESCO projects. The first issue covers: literacy for Kosovo Albanian women, Asia's community learning centres and the Arab world's UNILIT programme, where university students teach people in poor

communities to read and write.

Global efforts by countries, NGOs, international organizations and others to reach the 'Education For All' goals have been described and analysed in the 'Education For All' pages. The Briefs section provides news snippets on recent UNESCO programmes and initiatives; 'Bookshelf' presents UNESCO's most recent publications; and 'Agenda' upcoming meetings.

*Education Today* is also published online at [www.unesco.org/education](http://www.unesco.org/education). ■

### **Seminar on Population Education in Literacy Programme**

New Delhi based All India Committee for Education of Illiteracy Among Women (AICEIAW) in collaboration with Kasturba Health Society (KHS), Sevagram is organising a Seminar on "Importance of Population Education in Literacy Programme to Deal with Reproductive Health Issues" at KHS Sevagram (Wardha).

The AICEIAW is also organising presentation of Lakshmi N. Menon and Dr. Sushila Nayar Literacy Awards at the time of its Standing Committee meeting, along with the Seminar on July 15 and 16, 2002 at Sevagram. ■

### **Seminar on Educational Progress of SC & STs**

Dr. Ambedkar Institute of Social and Economic Change (AISEC), Mumbai University, recently organised a two-day seminar on the theme, wherein educational experts voiced

concern that if reservation system for SCs and STs is abandoned under pressure of liberalisation policies, then the poorest of the poor among the backward classes may be deprived of education.

Dr. Sukhdeo Thorat, Professor of Economics, JNU, New Delhi, in his keynote inaugural address observed that despite Union Government's spending 50 percent of its Education budget on SCs & STs, they have yet to show any significant improvement. He also pointed out that at the national level, out of the total school drop-outs, 35 percent come from backward classes.

Dr. Balchandra Mungekar, Vice-Chancellor, Mumbai University, who also heads AISEC, observed that 20 percent of country's population, including 7.5 percent tribals, was out of bounds for any development. According to him, the reservation system has somewhat stabilised the Dalits, but still country's 279 universities and about 3000 colleges have only 0.7 percent Dalit teachers. ■

### **Seminar on Women Empowerment**

Department of Adult & Continuing Education & Extension Programme, Barkatullah University, Bhopal, in collaboration with All India Committee for Eradication of Illiteracy Among Women, New Delhi, conducted a seminar on Women Empowerment on the eve of International Women's Day at its campus.

The Seminar was inaugurated by the Vice-Chancellor of Barkatullah

University, Prof. H.V. Tiwari and was Chaired by the Chief Guest, Dr. Savita Inamdar, President of Madhya Pradesh Rajya Mahila Ayog, Bhopal. The Special guest was Smt. Shobhana Ranade, President AICEW, and keynote address was delivered by Smt. Sonal Amin, Member, Mahila Ayog.

In her presidential address, Dr. Savita Inamdar observed that unless the female is literate and educated, she is not aware of her rights. Dr. Inamdar differentiated between literacy and education and expressed her concern about foeticide and stressed to check it at any cost.

Dr. Purnima Pakwasha, Vice-President, AICEW, in her valedictory speech said that women should struggle for getting her rights and advocated that men and women being two wheels of a cart none of the two must be neglected. ■

### **Family Planning Losing Significance**

According to newspaper reports on outcome of State Health Secretaries meeting held on May 22, 2002 at Patna, there has been a decline in use of family planning methods and contraceptives. Besides poor quality of products and services, vast population of India is going without access to contraceptives and sterilization method.

Sterilization and utilisation of spacing methods have dropped. In Bihar, Orissa, Madhya Pradesh, Rajasthan, Uttar Pradesh and J&K need for contraceptives ranges from 18 to 36 percent.

There was a huge wastage

of contraceptives under the free supply programme. According to a survey by National Institute of Health and Family Welfare (NIHFW) the wastage was as much as 45 percent because the States lacked effective distribution and monitoring system.

Family Welfare Secretary AR Nanda, emphasised that family planning at the States level was more an issue of management and accountability. ■

### **Legal Literacy Workshop for Women**

A workshop on Legal Literacy for Women was organised recently by the Women's Studies Research Centre of the Kurukshetra University. The Vice Chancellor of Kurukshetra University, Mr. RS Chaudhry, inaugurated the workshop with an address in which he emphasised that women were oppressed due to ignorance about their legal rights. He also stressed on the need for providing counselling services to women in villages.

Among others, Prof. VK Aggarwal, Dean, Faculty of Law, Kurukshetra University, delivered a talk on legal aspects of women's rights.

Discussions in the workshop were expected to throw up viable solutions to provide legal literacy to women. ■

### **Ph.D. Awarded on Post Literacy Programme**

As per its notification of March 15, 2002, Utkal University has awarded Degree of Doctor of Philosophy in Education to Sujata Acharya of Bhubaneswar on her study entitled "A Study of the Post

Literacy Programme in the Rural Areas of the State of Orissa".

The study was carried out under the guidance of Prof. (Dr.) Susa Prasad Pati, Principal, D.P.I.A.S.E., Berhampur (Orissa).

### **Census of Street Children in Delhi**

Annoyed with Delhi Government's Social Welfare Department's figures on street children in the national capital, a group of 25 NGOs, known as Delhi Child Rights Forum (DCRF), have decided to carry out a census of street children in Delhi. According to DCRF, the figure given by Social Welfare Department of over one lakh is incorrect as it was bound to be much more. There are about 50 NGOs in Delhi working with the Street Children on basic education, health and hygiene.

During the enumeration process, segregation of street children according to their work, native place and age will be done. The project is funded by Action Aid, an NGO based in United Kingdom.

To initiate the project, DCRF has started earmarking contact points -- such as railway stations and religious places -- all over Delhi where they will carry out the enumeration. The DCRF will also consult Social Welfare Department and Municipal Corporation of Delhi's Slum and JJ Department on the census project. ■

### **Delhi's Bhagidari Governance to Focus on Education & Health**

Government of Delhi, extending its concept of

'Governance Through Bhagidari', would now focus on improving infrastructure and functioning of government and government-aided schools; and upgrade health sectors (including government hospitals) through quality management programme.

The Chief Minister of Delhi announced, as a first step to constitute Students Welfare Committees in government schools to bring about visible change in the functioning of more than 1,000 government schools. The scheme undertaken under the "Bhagidari" concept has representatives from parents, teachers, eminent personalities and academicians as members of these Committees. The whole idea behind this concept is to bring about effective change in the quality of education imparted to the students.

In the health sector, Stree Shakti Scheme will be launched under which all women can approach any government hospital and get proper and free health treatment. Besides, Delhi Government would also involve Resident Welfare Associations (RWAs) to look into the working of various government hospitals. ■

#### **ERRATA**

IAEA Newsletter, June 2002 issue (Vol. 11, No. 3), p. 2, col. 1, lines 9 and 10 from bottom:

Read "Dr. (Mrs) Naseem Akhtar" for "Dr. (Mrs.) Naseem Auther"; and "Project Officer" for "Assistant Director".

## Computer Education to Slum Children

Under an India Habitat Centre project, involving over 20 NGOs, computer education is being provided in Delhi to slum children and their teachers. "The basic idea behind the project is to make these children operate a computer without anybody's help.

The children now have their own e-mail accounts and keep mailing each other. ■

## Computer Education in Urdu in Delhi

Union Ministry for Human Resource Development, with the help of NGOs, has launched computer education programme in Delhi.

For this purpose, a one-year diploma course on Computer Application and Multilingual DTP has been started at Sarai Julena in Okhla. This course could become a reality through the joint efforts of National Council for Promotion of Urdu Language, and the I.T. Gurukul Unit of the Centre for Social Research and Development (CSRSD) (an NGO). According to CSRSD's Vice-President, Shri Amit Bhandari, the students joining this course will be required to pay only half of the fee. National Council for Promotion of Urdu Language will award a diploma to those candidates who successfully complete the programme. ■

## Computerised Counselling for Students in Delhi

The Urivi Vikram Trust run by Shri UNB Rao, Joint Commissioner, Delhi Police, has

solved the problem of lack of counsellors in various schools by making the process of counselling computerised.

According to Shri Rao, answers to a questionnaire circulated by the Trust have revealed that 5-10 per cent of the students are in dire need of counselling. It was also found that parents are usually oblivious to the child's problems. Almost 75 per cent of the children said that they cannot confide in their parents.

While counsellors are mandatory in schools, many schools, especially government schools, complain of lack of funds for the same.

For purposes of counselling a simple format of a questionnaire has been developed by experienced and qualified psychiatrists. The first part of it asks for details regarding name, age, date of birth, schooling, etc. The second part gives a set of 55 questions which delve into the emotional and psychological state of the child. A set of three boxes titled 'agree', 'disagree' or 'neither' determine the final score.

"All one has to do is circulate the questionnaire. The data collected is fed into the computer," says Rao.

The computer processes the data and a set of answers and suggestions selected from 150 suggestions (pre-fed into the computer) are given at the click of a button to the student. ■

## Education is Top Priority in Himachal

Addressing a public meeting in Nurpur in June 2002, State's Chief Minister, Shri Prem Kumar

Dhumal, observed that the State Government has accorded top priority to Education in the state during the past four years with 16 percent of the total budget being spent on education.

He said that Rs.960 crore would be spent on education during the current year in the state as compared to Rs.356 crore spent during last year. In 1997-98 when his Government took over, his Government had introduced various scholarship schemes to poor and meritorious students. He said that 8500 meritorious students were being given annual scholarship of Rs.10,000 each under Ambedkar Meritorious Scholarship Scheme, *Swami Vivekananda Utkrishi Chhatraviruti* Scheme every year in the State. ■

## Madhya Pradesh's Committee on Quality Education

The State Government has constituted the State Advisory Board of Education (SABE) to advise the Government on how to provide quality education at all levels, in all disciplines and make it accessible to all citizens.

SABE will provide direction and guidance to improve the quality and relevance of school, college and technical education in the State. The Chief Minister will be the chairperson of the Board, which has as its members, Romila Thapar, Mushirul Hasan, Krishna Kumar, Gopal Guru, Jean Dreze, N. Ram, Kiran Karnik, Prabhash Joshi and Rajan Saxena. The State Ministers of School Education, Higher Education, Technical Education,

Tribal Welfare, State Chief Secretary and five officers from the education sector will also be among its members.

The Education Advisor to Planning Commission and a representative of the Union Ministry of Human Resource Development, will be special invitees to the new board. The National Policy on Education 1986 had suggested setting up of SABE on the lines of the Central Advisory Board of Education. ■

## Two New Master's Degree Courses Started

The Department of Adult and Continuing Education and Extension Programme of Barkatullah Vishwavidyalaya, Bhopal (M.P.) has started two new Master's Degree courses as follows:

1. M.A. (Population Education); duration: four Semesters.
2. M.A. (Extension Education and Rural Development); duration: four Semesters.

The main objective of the two courses is to acquaint the students with socio-economic conditions of the society and their relation to the Population, Poverty and Pollution and their impact on the Society.

The duration of the course is two academic years (four semesters) and the session starts in July of the year. Students having bachelor degree (55%) from any recognised university of the country can apply for this course. More details can be obtained from:

Department of Adult & Continuing Education & Extension

Programme, Barkatullah Vishwavidyalaya, Bhopal. Ph.No.:589612. Code No. (0755). ■

## Shiksha Darpan Survey in Rajasthan

The State Government's recent survey, entitled "Shiksha Darpan", which was conducted recently, has revealed that 9.42 lakh children in rural areas and 1.17 lakh in urban areas of the State are still deprived of basic education. Among rural children deprived of education, 2.8 lakhs belong to Scheduled Castes, 1.98 lakhs to Scheduled Tribes and 4.64 lakhs to Other Backward Classes.

On the positive side, the survey shows that the enrolment rate of school-going children across the State has increased to 90.92 per cent.

Pursuing its target of attaining 100 percent literacy in the State by 2003, the State Government has undertaken special measures due to which the literacy rate in Rajasthan has considerably increased from 38.35 per cent in 1991 to 61.03 per cent in 2001. The female literacy percentage has risen from 20.44 in 1991 to 44.43 in 2001. Significantly, the male literacy rate in the State at 76.46 per cent is higher than the national average of 75.38 per cent.

The innovative programme of establishing Rajiv Gandhi Golden Jubilee Schools has benefited over eight lakh children in far-flung areas, though the appointment of "Shiksha Karmis" as recruiting teachers at less than minimum wages has invited criticism from some quarters.

The children who do not have access to schools are in the age group of 6 to 14 years. The ambitious "Shiksha Aapke Dwar" (education at your doorstep) campaign was launched in November last year, with these children as the target group. The main objective of the campaign is to prepare action plans in various regions for enrolment of these children in schools.

The drive has involved Non-Government Organisations as active participants and established convergence among various departments and institutions. In addition to the committees appointed at various levels for effective implementation of the campaign, the Secretaries are monitoring its progress in all districts.

In a significant step aimed at achieving the targets of the drive, a village-level award scheme has been launched. One school having attained distinct achievement under the campaign from each panchayat samiti area would be selected for the State-level award. These schools will be awarded Rs. 1 lakh each for their development fund.

Similar awards have also been instituted for teachers, NGOs and gram panchayats to encourage them to make their contribution for successful completion of Shiksha Aapke Dwar campaign. According to official figures, 41,511 Government schools are currently running across the State. They include 29,530 primary and 11,981 middle schools. The number of private schools is over 3,900. ■



Naseema, C. *Human Rights Education: Conceptual and Pedagogical Aspects*. New Delhi, Kanishka Publishers' Distributors, 2002, p 232, Rs.495.

The book deals specifically with a detailed coverage of human rights in general, implementation of human rights and human rights education in India, methods and activities that the teachers can use in the classrooms for teaching human rights, role of teacher educators, problems faced by teachers of human rights, and implementation of human rights education at elementary, secondary, higher secondary levels, and activities which teachers can use in teaching human rights.

The book is divided into four chapters. Chapter I deals with human rights -- its meaning, rights and duties; general conditions underlying the idea of human rights; theories of human rights. Chapter II gives a detailed description of international declarations and conventions, treaties, group rights and right to equality, personal and family rights and United Nations and human rights. Chapter III gives a background of the human rights in Indian context and constitutional provisions on human rights. Chapter IV gives a wide coverage of human rights education -- its rationale, principles, framework of educational policies in India and human rights education in India with emphasis on human rights

education at elementary level, human rights education at secondary level, human rights education at higher secondary level, co-curricular activities for human rights education and protection of human rights in schools.

Sharma, Shaloo. *Modern Methods of Lifelong Learning and Distance Education*. New Delhi, Sarup & Sons, 2002, p 311, Rs.500.

As democratic governments are taking up the cause of providing education to every citizen in order to strengthen democratic institutions in their overall bid to improve quality of life of their citizens, the surest mode of propelling education with comparatively lesser investment of time and resources is life-long and distance education. The factors that facilitate a push to life-long and distance education are: increase in quantum of knowledge due to information revolution; modern technological inputs to teaching; and scarcity of resources which are required to create and sustain the traditional mode of teaching.

The author has, therefore, taken up to discuss potentialities of life-long education and distance education.

The document is divided into sixteen chapters. Chapter one is on basic concepts of life-long learning. Chapter two and three are on support of life-long education and the nature of life-long learning. Chapter four deals with life-long learning in higher

education. Chapter five is on methods of life-long learning. Chapter six and seven are on adapting college to life-long education and evaluation of life-long learning. Chapter eight is on language learning in distance education. Chapter nine deals with learning of mathematics in distance education. Chapter ten is on Champion for Change: Learning Development at the University of Sunderland. Chapter eleven and twelve are on innovations in a traditional university and computer-based education at Queensland University of Technology. Chapter thirteen is on Mettnet. Chapter fourteen deals with technologies for distance education out reach. Chapter fifteen is on flexible learning as university policy. The last chapter is on curriculum or culture change in distance education.

UNESCO. *Innovative Approaches to Functional Literacy for Poverty Alleviation: National Case Study India*. New Delhi, United Nations Educational, Scientific and Cultural Organisation, 2001, p 102.

The present study gives a perspective for empowerment of the poor and poverty alleviation through functional literacy on the basis of analysis of field visits and interactions with neo-literates, literacy experts and field workers.

The study was conducted in the district Durg of Madhya Pradesh where literacy programmes were being implemented by the District Literacy Committee. It has been

conducted under the UNESCO/JFIT Regional Project on Innovative Approaches to Functional Literacy for Poverty Alleviation. Selection of District Durg of Madhya Pradesh for national case study was done after extensive discussion with experts.

The study provides a broader vision to poverty and poverty alleviation. However, India is a vast country with cultural, religious and social diversities. Therefore, there is a need for a few more similar studies in other parts of the country. Synthesis of the outcomes of those studies will provide better understanding and perspective about the problem.

The overall objective of the project is to strengthen personnel and institutional capacities at the regional, national and sub-national levels in policy formulation, planning, management, monitoring and evaluation of functional literacy programmes for poverty alleviation. The specific objectives of the study were as follows: (1) To present an analytical description of national initiatives in the area of adult education in India; (2) To analyse and identify the specific references to poverty in the approach, content and coverage of the adult literacy programme in India; (3) To present an analytical case study of a literacy campaign in India,

dealing with poverty and development issues through literacy; and (4) To draw lessons from the Literacy Campaign Case Study for sharing with other countries.

The study analysed innovative initiatives in adult education in India in the form of literacy programmes, problems faced therein, and outcome of these programmes.

While giving significant achievements of literacy and poverty alleviation programmes, the study also points out inadequacies of these programmes which recognise further improvements.

# IAEA

INDIAN  
ADULT EDUCATION  
ASSOCIATION  
NEW DELHI



## NEWSLETTER

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### ANNOUNCEMENT

#### COURSE ON RESEARCH METHODOLOGY AND RECENT DEVELOPMENTS IN ADULT EDUCATION

IAEA is 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 and to familiarise participants with current policies and programmes. The Course will be held at New Delhi from Oct 21-29, 2002. This residential course will be conducted by IAEA in collaboration with the Group of Adult Education of JNU at IAEA Headquarters, 17-B, Indraprastha 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, predatory 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, Role of JSSs & SRCs 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 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, by 15th September 2002.

### India will be most populous country by 2050

By the year 2050, there will be more people in India than anywhere else in the world. India will overtake China and will earn the dubious reputation of being the most populous country in the world. However, the battle to control the growing population is an ongoing one and the Government is trying to add new arsenal to its armoury.

The Minister of State for Health and Family Welfare, A Raja, has decided to make this a mass movement. Addressing a gathering of college and school children on the World Population Day, the Minister said: "The children and youth of the country can play a lead role in converting the awareness on population stabilisation unto a spontaneous mass movement. We need to formalise interventions to include adolescents within the ambit of reproductive health programme.

India's population has gone up to 1,051 million; an increase of 181 million people between 1991-2001, which is more than the population of Brazil, the fifth most populous nation in the world. Uttar Pradesh is the most populous State with 16.17 per cent of India's population, followed by Maharashtra, which has 9.42 per cent of the total population now. The population of Uttar Pradesh is more than the estimated population of Pakistan ■

## **Bihar State Conference on Continuing Education for National Integration**

Indian Adult Education Association, Bihar Branch in collaboration with DIET, Gaya and Samanwai Ashram, Bodh Gaya jointly organised a one day State level conference on 30th June 2002 at Bodh Gaya, the Pious land of Lord Buddha.

The theme of the Conference was "Continuing Education for National Integration".

It was attended by about 100 participants representing voluntary organisations, Universities, NYK, Bihar Education project Gaya, Life and Institutional Members of IAEA in the States of Bihar and Jharkhand. Besides this different Govt. Departments like Mass Education and Agricultural Department were also represented alongwith some religious leaders belonging to Hindu, Muslim, Buddhist, Christian and Praja Pita Brahama Kumaris Ishawariya Vishwavidyalaya etc. In addition to these MPs and Local MLA and former Education Minister also participated in the deliberations.

The Chief Guest of the function was Prof. Nanu Bhai Joshi of Ahmedabad, the Vice President of IAEA, New Delhi. In his address he explained the reasons behind present incident of Mass Killings, Arson and loot in Gujarat. He said that continuing education which is a life long educational process, its contents and components be based on moral values, then automatically the human integration which is our inner and original quality will emerge and

there will be neither quarrelling nor hate to any other person. Shri Jittan Ram Manghi, former Education Minister, Government of Bihar and presently MLA expressing his views as guest of honour said that we all are Indian and must maintain prestige of the country and locality for which unity and solidarity is the basic need. To promote national integration continuing education will be helpful. In her inaugural address Sister BK Sheela of Praja Pita Brahams Kumaris Ishwariya Vishwavidyalaya, Gaya Centre said that we all belong to one family and one permanent shelter that is Brahama and Pram Dham and we are actually SOUL. Physical structure is controlled by soul which is pure base on love fraternity and compassion. The first pre-lunch inaugural session was presided over by Shri Dwariko Sundarani, President of Bihar Branch of IAEA. Pre-lunch session was addressed by Shri Surender Pathak, social worker running an Ashram with 103 poor orphan girls with unique activity for eradication of illiteracy, social evils and development of poor community without any Govt. financial assistance. Smt. Pramila Pathak, TH Khan and other also spoke on the occasion.

In his welcome address, Shri AH Khan, Associate Secretary, IAEA introduced the subject and requested the delegates to express their views keeping in view the present situation and need, so that we may regain our lost glory and adopt an appropriate strategy and action. Shri SA Moin, Principal, DIET, Gaya proposed the vote of thanks. ■

## **Year Round Admissions to Primary Classes in Rajasthan**

According to press reports of July 2 from Jaipur, pursuing its policy for 'Education for All' the State Government has decided to keep admissions open all the year round for classes I to V under 'Shiksha Aapke Dwar' scheme. Since the State Government is very keen to link its 10 lakh children -- more remained deprived of education -- to schools, this measure is expected to improve school enrolment figures of the State.

According to another decision of the State Government, this year, out of 365 days, the children will be required to attend school only for 242 days. For the remaining 123 days, including Sundays, the children will have vacations. ■

## **New Courses at JNU**

The Jawaharlal Nehru University, New Delhi is reported to be starting a number of new study programme centres this year. This includes the Centre for Sanskrit Studies, Centre for Philosophy, Centre for Molecular Medicine, School of Information Technology, Centre for the Study of Law and Governance, and the Institute of Advanced Study.

The new programmes were announced by the new Vice-Chancellor Dr. GK Chadha. Dr. Chadha, an economist, has been associated with the Centre for Studies in Regional Development in JNU and was also the Dean of the School of Social Sciences. Before joining as Vice-Chancellor, Dr. Chadha served a short stint as Chairman of the Agricultural Prices Commission. ■

## Open Learning Centres as Human Resource Development Units

Education is a lifelong process. It starts at the time of conception and goes on till the last breath. We learn through formal system which is rigid in many respects like age of admission, curriculum, time table, instructional strategy, evaluation system, qualification of teachers, school plant etc. This is supplemented through the nonformal approach which is flexible in all the above aspects and is more need based. It is informal education which really helps the individual learn during the whole lifetime. Illiteracy prevails, in about 15% of the world population and it is about 35% in India. Kerala which is the most advanced among the Indian states in regard to education and technological and social advancement, has 90.92 percent literacy as per 2001 Census figures. It has very high rate of enrolment and a very low percentage of dropping and at the primary level. Social reformers and activists helped Kerala achieve high social consciousness.

Among the many non governmental agencies that played major role in Kerala's upsurge socially, economically, educationally and culturally, three viz., Library Movement (KSLC), science movement (KSSP), and nonformal education movement of KANFED are worth mentioning. KANFED was formed in 1977 with a view to link nonformal education programmes with developmental activities. It aimed at achieving cent per cent literacy (not total literacy!) and providing 'education

for all and for ever'. Though the slogan emerged later in the world context only later, KANFED began its attempts from its very inception. 'Read and grow' was the original slogan of the library movement. KANFED accepted the slogan "How can we change the society without creating awareness among them?" It secured support financial and technical from various agencies and paved the way for total literacy declaration in the state (1991 April) through concerted, well-planned, voluntary activity all over the state. Its achievements are manifold. Besides offering various kinds of social welfare activities KANFED launched Open Learning Centres (OLC's) in almost all wards of local self governments (panchayats) during 1999. These centres were run by trained voluntary workers and contributed in the following ways: (1) Most of the left out or unreached illiterates were roped in motivated and brought to the centres to make them literate. (2) All those who relapsed into illiteracy, after securing neoliterate certificates in the total literacy campaign or otherwise, were helped to restore their literacy skills and improve upon them. (3) Drop out from primary classes were contacted and helped to go back to the mainstream after attending equivalency programmes or continue in the nonformal sector. (4) All those desirous of pursuing their education to higher levels were motivated and helped to do so through the distance mode or with

the help of willing local resource persons. (5) Skill development programmes were launched to equip people in subsidiary jobs or even finding jobs for earning their livelihood. (6) Need assessment surveys and feasibility/studies on marketing facilities were attempted. (7) Discussions on current topics of interest to the local people were organized inviting competent personnel from different walks of life. (8) Awareness creation seminars/workshops were organized on relevant topics as also discussion on books dealing with scientific advancements, democratic ideals, values of life, human rights, peace and harmony etc. (9) Study tours to factories, dams, places of historical importance, health resorts, post office, police station, bus stand, aerodrome, naval base, places of worship etc were arranged. (10) Self help groups were formed grouping 20 women in each, to inculcate in them habits of saving, accounting etc and using money whenever need arises free or at very low interest. (11) A feeling "we are one" created among the local people designating each area as 'friendship villages'. (12) Facilities for educational, vocational and personal guidance as well as counselling arranged for the needy, free of cost.

These and such other relevant activities helped the OLC's evolve as units ensuring human resource development, through life long learning. This novel attempt in Kerala has evoked keen interest in other states and study teams are visiting the state so that they could try to replicate the

experiment. Human and social capital is the one which has to be developed fully for the benefit of the mankind all over the world. KANFED believes in it and has achieved it to some extent. It is our desire to go further in this direction and make a mark in the world scene. ■

### **K.S. Pillai Honoured**

Dr. KS Pillai, who was nominated as a member of the Kerala State Advisory Board for Education, has been made the Chairman of a sub-committee formed to prepare a state policy on education with Director of Public Instruction Shri VP Joy, IAS, SCERT Director Dr. PM Jabul, Principal of Karmela Rani Training College. Prof. Andrews and Retd. Principal Prof. Abdu Rahim as Members. The Committee is expected to draft the policy within three months.

Dr. Pillai has been made the Academic Director of the Equivalency Programme for standards IV and VII being launched in Kerala as thrust area under the Continuing Education Programme. This will be extended to standard LX also in 2003. Dr. Pillai is a member of the Executive Committee of the Kerala State Literacy Mission Authority and Chairman of the evaluation committee.

His disciples, colleagues, friends and well wishers are bringing out a reference volume on education entitled "Emerging Facets of Education as a mark of respect and honour to him. The book will be released during Sep-Oct 2002.

In June 2002 Dr. Pillai directed a three day workshop at

Peet Memorial Training College, Mavelihora for the academic staff of College of Teacher Education in the State on Psychological tests -- their Construction and Administration." ■

### **Scientific Literacy for All**

Intense study in a particular field of science does not necessarily make one scientifically literate. Working scientists are often illiterate outside their own field of expertise. It would not surprise many of you if informed that a group of senior geologists are unable to explain the difference between DNA and RNA-a basic piece of information in the life sciences. Conversely, many eminent biologists may not be able to explain the difference between a super-conductor and a semi-conductor. Education of professional scientists is as narrowly focused as that of any other group of professionals.

A simple question 'Why is it hotter in summer than in winter?' Was posed to graduates from a renowned university in US at random. 8% of the students queried could answer the question correctly. The results may be scarcely more encouraging in our own universities. Are we really producing scientifically illiterate graduates who are incapable of understanding many of the important issues being currently debated in the media, print and electronic?

Every citizen will be faced with issues whose discussion requires some scientific background. A scientifically illiterate electorate is a threat to our democracy as vital decisions affecting many will be left to be made by an educated elite, which

is not elected and therefore not answerable to the people.

The last few weeks have witnessed stories following headlines like "Btcotton approved for plantation" and "Only CNG buses to ply on roads of Delhi". The stories dealt with issues directly affecting our life - issues about which each of us will have to form an opinion if we are to take part in the discourse. Being able to understand these debates is going to become as important as being able to read. We simply must be scientifically literate.

Powerful forces in the scientific and academic community will and do have a vested interest in perpetuating poor levels of scientific literacy. This may not always be obvious. But it results in platitudes alone and no specific policy or programme to move the issue from agenda notes to formal action. The challenge is to put together a coherent package that can be delivered in the formal courses of study - a package which empowers us to function as responsible citizens. Can some of the open schools or universities lead the campaign? ■

### **Heritage bags environment education award**

The Heritage School, Vasant Kunj bagged the Environment Education Award for their conscientious and commendable efforts in several environmental campaigns including a plantation drive, cleaning up the neighbourhood, 'Say No to Polybags' and 'Save the Tiger' Project. The award was presented to Principal, Mrs. Rita Kaul, and her team on World Environment Day at a ceremony held at the India International Centre. ■

# International Seminar on Literacy and Livelihood in Urban Context

## About the Seminar

Notwithstanding the enormous efforts made by several governmental agencies, non-governmental organisations and educational institutions, the right to learn eludes millions of people in the world. The EFA (2000) assessment has shown that 880 million adults are illiterate, constituting 27% of adult population in developing countries. Of these, the majority are women. Regionally, East and southern Asia have largest number of illiterates with an estimated 71% of world's illiterate population. The sub-saharan Africa and Arab region have about 40% adult illiteracy. India has about 300 million illiterates comprising of 34.62% of population above 7 years. There is considerable disparity among illiterates in terms of gender and region. Though over the years there has been significant improvement in literacy rates in urban areas as compared to rural areas still there are certain pockets in urban areas, specially the slums, where there is very high rate of illiteracy.

The problem of illiteracy in urban areas, specially in the slums, needs to be tackled through special interventions. While several attempts have been made in different countries to effectively address the learning needs of slum dwellers, there is neither much documentation nor discussions. What types of programmes of basic literacy and continuing education have been designed for urban areas? Were they conceived as short term pilot projects or planned with long term vision and duration. What was the follow up of such programmes? Did the programmes pave the way for the emergence of a learning society or alleviation of poverty? Were the

literacy and continuing education programmes linked to livelihood issues? If so, how? What lessons and insights can we draw from the literacy programmes implemented in urban areas in different countries? A major purpose of the Seminar will be to examine and discuss how basic literacy, post literacy and continuing education programmes have been responding to the different learning needs and livelihood aspirations of adults in urban areas, specially in the slums and in the context of globalisation and challenges of urbanisation.

With a view to discussing these issues in depth, in international seminar is proposed to be held at New Delhi, India. The seminar will not only provide an opportunity to the policy makers, researchers, programme administrators to learn from field experiences but also identify programme inputs and policy implications for developing future strategies for effectively meeting the learning needs and livelihood aspirations of urban adults specially the slum dwellers.

## Presentation of Papers

The seminar will be open to fifty participants -- ten from abroad and forty from India. Interested participants are requested to prepare a paper on any aspect of "Literacy and Livelihood in Urban Context". Preference will be given to those papers which discusses innovative field programmes and their impact. The length of the paper should not exceed ten A-4 size paper (double space). The participants from India may submit a typed copy of the paper along with the floppy disc (MS Word) to Ms. Nishat Farooq, Director, State Resource Centre, Jamia Millia Islamia, New Delhi-110025, latest by 15<sup>th</sup> October 2002. The overseas

participants may E-mail their papers to Prof. Alan Rogers of Nottingham University (E-mail- AlanRogersA@aol.com). The papers will be reviewed by an expert committee and the authors of selected papers will be intimated by 1<sup>st</sup> November 2002 and invited to present their paper at the seminar. The organisers will meet travel expenditure and provide boarding and lodging facilities to the invitees.

## Duration and Venue

The seminar will be spread over three days (Dec 11-13, 2002) and organised at India International Centre, New Delhi. It is jointly sponsored by the three Delhi based organisations and an overseas partner, viz. Indian Adult Education Association, State Resource Centre (Jamia Millia Islamia), Group of Adult Education, (Jawaharlal Nehru University) and Uppingham Seminars in Development (UK).

## Planning Committee

**Chairman:** Shri KC Choudhary, President, Indian Adult Education Association, New Delhi.

**Coordinators:** Prof. SY Shah, Director, Group of Adult Education, School of Social Sciences, Jawaharlal Nehru University, New Delhi-110067. Prof. Alan Rogers, Uppingham Seminars in Development (UK).

**Convenor:** Ms. Nishat Farooq, Director, State Resource Centre, Jamia Millia Islamia, New Delhi-110025.

**Seminar Secretariat:** The State Resource Centre, Jamia Millia Islamia, New Delhi - 110025.

All enquires regarding the seminar may be addressed to Ms. Nishat Farooq, Convenor. Tel:6838043. Fax:011-6828014. E-mail:srjamia@ndb.vsnl.net.in

## HP to expand education programme

The Himachal Pradesh Chief Minister, Prem Kumar Dhumal, announced his government's commitment to the continuing education programme now underway in one district. He said this would soon be extended to the remaining 11 districts.

Mr. Dhumal announced this on the occasion of World Population Day, while participating in a programme organised by the State Resource Centre and Himachal Gyan Vigyan Samiti, a noted voluntary organisation.

Mr. Dhumal said the programme of continuing education needs to be taken ahead and the organisations involved in the literacy movement would be consulted. He said all the panchayati raj institutions and urban local bodies would be involved in this and the programme would be taken to the grassroots.

According to the latest UNDP report, Himachal Pradesh is at the top in the number of human development indicators, he said. Eighty per cent of the population is getting piped drinking water and the per capita expenditure on education is much more than the States of Punjab and Haryana.

To check the growing population, the State Government has made a rule to disqualify any elected representative going in for more than two children, the Chief Minister said. He has even suggested to the Central Government to implement this rule of the MPs and MLAs in the State.

State Resource Centre and Gyan Vigyan Samiti activists, also spoke at length on the issues relating to increase in population.

Majority speakers from the NGOs said population was an asset and the hundred crore population should be taken as two hundred crore hands and also a vast human resource which can be used as a big advantage for the development of the country. Dr. KS Tanwar, director of SRC, said with an unemployed force of nine lakhs in the State and at least 60,000 students going back to villages after Plus Two education a severe need has arisen for the ATIs along with the ITIs in the State. Since there is no scope now for employment in government sector, he said there is a need for skill upgradation, agri clinics and technological empowerment of the people. ■

## 'Education for every TN child by 2010'

The Tamil Nadu State Government launched its ambitious Rs.1,800 crore 'Education For All' movement with the Chief Minister, Jayalalithaa, declaring "no child would be left out of school education by 2010".

Ms Jayalalithaa formally launched the components of the Centrally-funded EFA movement (Sarva Siksha Abhiyan), which includes providing school buildings, block-level training centres and creation of a State Institute of Educational Management Administration and Training in Chennai, all costing Rs.573 crores. She unveiled plaques to mark the start of 1,008 new schools.

The EFA funds would be used for recruiting/training 1,600 secondary grade teachers, 18,000 B.Ed. teachers and 4,120 teacher trainers.

## Shri BS Garg Bereaves His Mother

Smt. Pyaribai, mother of our Patron Shri BS Garg, passed away on July 18, 2002. She was 96.

Members of IAEA family offer their heart-felt condolences to Shri BS Garg on his bereavement.

Other components of EFA include a maintenance grant for school buildings, construction of block resource centres and classrooms, provision of drinking water and sanitation in schools, promotion of research, evaluation and monitoring, apart from spawning innovation in education delivery systems. Another Rs.29 crores would be allocated for educational awareness programmes.

On the occasion she sought public cooperation for reaching the objective of ensuring that by 2010, not a single child in the State is left without education, she said.

The Chief Minister told students: "Your only duty is to serve your parents, teachers and your motherland. I wish many of you go abroad for higher education. But do not forget to come back and use your knowledge to develop our motherland." ■

## Course in Human Resources Management

As part of its new policy to widen avenues for students, the authorities of the University of Calcutta, Kolkata have decided to introduce a Master's degree course in Human Resources Management from the next academic session. ■

## UNESCO AND AIDS EDUCATION

The mobilization now taking place in the fight against AIDS is unprecedented in the history of the United Nations. Twenty years after the disease was first identified, a Global Fund for AIDS, Tuberculosis and Malaria has been set up. All member countries of the United Nations are summoned to do their utmost at home and to support generously those most severely affected. Non-governmental organizations, private corporations, individual citizens and all United Nations agencies are enlisted to do their utmost where they can make the greatest difference. A new Global Fund for AIDS, Tuberculosis and Malaria has been set up.

UNESCO, as one of the co-sponsors of UNAIDS, has decided to focus its activities on five core tasks:

- Advocacy at all levels, particularly to mobilize unrelenting support for preventive education from all those in positions of authority in its areas of competence (education, science, culture, communication).
- Customizing the message to reach targeted audiences, particularly the young at risk, whether they are in school or not.
- Changing risk behaviour and vulnerability be effective programmes of preventive education that can reach all, particularly those most exposed, vulnerable and at risk.

- Caring for the affected and infected by the virus through supporting affordable treatments and providing information to reduce stigma and trauma.
- Coping with the impact, particularly protecting the core functions of institutions, notably within the field of education.

Now is the time not for complacency, but for compassion. Now is the time not for hesitation, but for action, I pledge the full support of UNESCO where it can make the greatest difference.

The critical test of UNESCO's efforts will be the impact of its efforts in the countries with the highest levels of infection, in the most affected communities and for the most vulnerable groups.

Not acting now on what we know would be a moral failure of unprecedented proportions. Every moment lost can be counted in increasing misery and more deaths. Hence we have to act together--urgently and decisively.

*Gudmund Hernes  
UNESCO Focal Point for HIV/AIDS  
Director, IIEP*

### The EFA 'doctors'

UNESCO has set up mobile teams of experts to assist countries in developing their EFA action plans. The teams will be composed of specialists in areas of expertise required by the countries concerned, ranging from educational planners to experts in girls' education or in linguistic diversity. Each team will be coordinated by a UNESCO office and

will cover two to three countries.\* So far, sixteen countries have been designated to benefit from these teams.

"Technical work is being neglected in many countries," says Gwang-Chol Chang of UNESCO's Division of Educational Policies and Strategies. "Some EFA plans remain at the level of policy statements and don't include budgetary requirements or implementation strategies."

A UNESCO survey in 2001 showed that a majority of developing countries have weak educational planning systems and require assistance in drawing up their action plans.

\* Bosnia and Herzegovina, Cambodia, Comoros, Dominican Republic, Guatemala, Haiti, Indonesia, Lao PDR, Korea DPR, Mongolia, Nepal, Sierra Leone, Sudan, Tajikistan, Thailand and Yemen.

### Income generating Training Course

A three-day income generating training course on animal husbandry, fishery, composite farming, dairy, sericulture, horticulture, and floriculture was organised at Puthimari College, Sonowar, recently, by the Extension Education Centre, Puthimari College, in collaboration with the State Institute of Rural Development, Assam as per guidelines of UGC.

A total of 55 educated unemployed youths and students from different localities of the district attended the training course so as to help themselves to earn their livelihood. ■

## M.P. gives top priority to disaster management

The Madhya Pradesh Government has decided to give the highest importance and priority to prevention and mitigation of various types of disaster specific to the State.

Under the policy for natural disasters announced recently by the State, the annual plan of economic and social development of every Government department will incorporate and give priority to disaster management in allocation of funds and implementation of specific programmes in a time-bound manner. Schemes that need to be implemented over a period of time shall be included in the five year plan with clearly indicated priority.

According to the new Disaster Management Policy, the area around the principal deep seated faults -- where the intensity of an earthquake could be 6 plus on the Richter scale -- shall be identified and a special plan of action for mitigation of damage would be got prepared and approved by the State Government for implementation according to a specific time schedule.

The buildings in the area of principal deep-seated faults shall

be constructed by using earthquake resistant construction material and technology. The specifications shall be prepared by the Disaster Management Institute and notified by the State Government.

There is a provision for annual review of available technology by the State Public Works, Urban Administration and Housing Departments, along with Housing and Urban Development Corporation (HUDCO), the Central Building Research Institute (CBRI) and other technical agencies. All existing buildings in the area of principal deep-seated faults shall be retrofitted in a period of time specified by the State Government, and fresh completion certificate obtained from the competent authority certifying that the building has been retrofitted. The government shall take a lead in these areas and will get its own buildings retrofitted over a period of three years to set an example for the owners of private houses and buildings.

In other moderate and low risk zones, a similar approach will be adopted and areas prone to frequent inundation by floods shall be identified in each district and clearly demarcated indicating the

highest point of flood water. A detailed survey of the flood prone area shall be undertaken to identify the causes of frequent flooding. This study will help recommend structural and non-structural measures to prevent flooding in the identified area. In case prevention is not possible where houses and hutments already exist in frequently inundated areas, the owners and occupiers shall be encouraged to move to safer places under a time-bound plan. The vacated areas would then be considered for afforestation and other related activities. Help would also be taken from the National Remote Sensing Agency (NRSA) for this purpose.

The action plan for mitigation of the impact of floods, in some measures, would help reduce the misery caused by droughts in the areas affected by floods. Conservation of water through a strategy of watershed development programmes shall receive the highest priority in areas identified as drought prone.

A system of advance warning about the extent and dispersal of rainfall with the help of meteorologists shall be developed and the information disseminated to rural areas. ■



### SIMPLE-TO-USE COMPUTERS FOR UNLETTERED AND NEO-LITERATES

Hands that till the soil may soon be able to make use of a simple to use computer. According to Union Human Resource Development and Science and Technology Minister Dr. Murali Manohar Joshi, a new user friendly, simple computer aptly named "Simputer" has been developed in four languages -- Hindi, Tamil, Kannad and English, by the Ministry. "This device will help the unlettered and the neo-literates utilise Information Technology (IT).

The palm-sized computer instrument uses graphics and figures to enable the farmers, labourers and unlettered people to have information through the internet in their desired fields, he said.

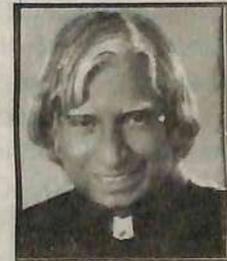
Its another USP is the price. Cost effective at a proposed Rs.10,000, the Simputer will bring computers and the internet to even those who have no formal education.

Vice-President Bhairon Singh Shekhawat said that education related programmes for all should be unified to achieve total literacy in the country. He was speaking at a function to mark the International Literacy Day, which was presided over by Dr. Joshi.

"A campaign, Education for All, has been launched to accelerate the efforts of achieving total literacy in the country. I want that all schemes in this direction should be united to achieve the objective", pointed Mr. Shekhawat.

Director and UNESCO Representative in India M. Tawfik, academicians engaged in Literacy Mission and educationalists from across the country and abroad were also present at the function organised by National Literacy Mission of the Union HRD Ministry. Speaking from his experiences in his home State Rajasthan, Mr. Shekhawat said, "This programme, in fact, is not restricted to any individual or institution but encompasses entire country and emphasised that all Government and non-Government organisations should come forward to fulfil the objective.

### PRESIDENT'S MESSAGE ON INTERNATIONAL LITERACY DAY



As we celebrate the International Literacy Day this year, let us rededicate

ourselves to this great endeavour. A literate population will accelerate our efforts to make India a developed nation by the year 2020.

The 21st century is the century of technology and only a literate population will be able to harness technology for its benefit and fast rural development will become a reality.

Literacy is also a great tool in empowering individuals and also helps in greater civic participation, tolerance and respect for individuals.

A.P.J. Abdul Kalam  
President of India

## Rise in disabled population

What is the correct estimate of persons with disability in India? While the National Sample Survey Organisation (NSSO) of 1991 indicated 1.8 per cent of the population in the country as disabled, data generated by the census of the disabled 2001 is presently under compilation.

The NSSO survey 2002 is also currently underway and this time round, a house-to-house survey is being conducted in many of the States to focus delivery of specific services towards those who need them.

According to the 1991 NSSO survey, 1.9 per cent of the population suffered physical or sensory disabilities while 2-2.5 per cent of the population, according to it, has mental retardation. On the basis of 5 per cent of population being disabled, there might be around 5 crore persons with disability in the country today.

The prevalence rate of physical disability, according to the NSSO survey, is 22.77 per thousand amongst males and 16.94 per thousand among females. In fact, there is a higher prevalence rate than the national average in the states of Andhra Pradesh, Himachal Pradesh, Madhya Pradesh, Karnataka, Orissa, Punjab and Tamil Nadu.

While the rate of prevalence of physical disability in urban population is 16.75, it is 19.75 per thousand among the rural population. It is also estimated that 9.14 per cent of the households in rural areas and 6.77 per cent in the urban areas have at least one disabled person. Around 36

percent of the disabled are aged over 60 years.

An analysis of current trends, say sources in the Social Justice and Empowerment Ministry, indicate that blindness was on the decline on account of eradication of small pox while incidence of low vision was increasing. Locomotor disability on account of polio was falling but due to accidents are on the rise.

The prevalence of hearing handicap is almost the same probably because there has been no special intervention in this sector. Cerebral palsy and mental retardation are on the increase on account of survival of low birth weight babies. Disabilities such as autism, hyperactivity and learning disabilities are also coming to the forefront.

The causes too are varied. According to the analysis, it becomes clear that poor nutrition during pregnancy was one of the chief causes for the rise in the number of disabled population. Babies born prematurely or severely under weight may often have cerebral palsy and other disabilities.

While genetic factors too cannot be brushed aside, infectious diseases such as diarrhoea can lead to dehydration, high fever and sometimes brain damage resulting in fits of cerebral palsy. Poor sanitation and crowded living conditions together with poor food make diseases such as tuberculosis and the severe disabilities it causes more common.

Other reasons for rise in the disabled population include lack of basic health and rehabilitation services and lack of immunisation

against diseases such as polio and rubella. While inappropriate medicines during pregnancy result in birth defects and consequent mental retardation, accidents often results in loss of limbs, blindness and other disabilities. ■

## Joshi vows to get all kids to school by 2003

Vice-President of India BS Shekhawat -- playing former chief minister and social reformer of Rajasthan -- stole the National Mission-cum-UNESCO's International Literacy Day show by making HRD Minister Murli Manohar Joshi promise that "by 2003 not a single child will be outside school".

Speaking after Joshi, who along with him gave away this year's Literacy Awards, Shekhawat said: "I resolved to remove Rajasthan from the list and pulled it up from 38 per cent literacy rate to 61.5 per cent," he said.

At this point, Joshi was goaded to make an announcement: "I assure you that by 2003, not a single child will be outside school or the basic education system." ■

### Periodicals of IAEA

- ★ Indian Journal of Adult Education (*Quarterly*)
- ★ Proudh Shiksha (*Hindi Monthly*)
- ★ Jago Aur Jagao (*Hindi Monthly*)
- ★ Newsletter -- 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

## Kalam Launches M.P. Education Project

President, APJ Abdul Kalam, was the Chief Guest at a special function being organised here on September 5 for an open proclamation of the People's Education Act that provides for a partnership between the Government and society for ensuring universal enrolment, retention and learning achievement for all children in the State.

With the proclamation of this Act, Madhya Pradesh would move "from access to quality" in school education. After having achieved universal access to primary education with a school in every habitation, and while on the verge of achieving universal elementary education by June 2003, the State Government is also putting in place a series of steps to improve and ensure quality of learning.

The most significant step in this direction, according to the State Chief Minister, Digvijay Singh, is the People's Education Act. This Act, described as the first of its kind in the country, provides legal space for institutions like the Parents-Teachers' Association at the school level, District Planning Committees at the district level, and the Legislature at the State level to receive periodic information, about the academic performance of children.

Under the Act, a Public Education Report detailing constituency-wise reports on the performance of children will be presented to the State Assembly each year.

The Act sees the school as a unit accountable to the community of learners and parents. It also places elementary education as a combined responsibility of parents, teachers,

local bodies, State Government and society at large and provides for streaming in specific contributions from each of these agents. The Parents-Teachers' Association (PTA) will be responsible for the management of schools and also ensuring that all children attain satisfactory levels of learning through periodic discussions.

The Madhya Pradesh Government had in 1994 set up a Rajiv Gandhi Mission on Basic Education that has pioneered several steps like the Education Guarantee Scheme and the Padhna Badhna Andolan for total literacy.

The People's Education Act consolidates this framework of participation and seeks to build a right for quality education. While seeing accountability to the community as the most important factor to ensure good schooling, the Act also provides for professional improvement of teachers.

Already as against 12,000 teachers who were being trained annually in the State prior to the Mission coming into existence now over 100,000 teachers are trained each year. Two teachers in all the Jan Shiksha Kendras (nodal middle schools) of the State will now be trained in computer-enabled education under the Headstart programme of the Rajiv Gandhi Mission.

Other significant initiatives for quality would include free distribution of textbooks to all children in primary schools.

During his visit, the President interacted with children who have been undergoing computer-enabled education through the Headstart programme--currently operational in 648 schools. ■

## 51ST ALL INDIA ADULT EDUCATION CONFERENCE, GANDHIGRAM (TN), DEC 27-29, 2002

Indian Adult Education Association -- in collaboration with Gandhigram Rural Institute (Deemed University) and with assistance of NLM will be organising its 51st All India Adult Education Conference in Gandhigram (TN) on Dec 27-29, 2002.

The theme of the Conference is "Utilization of Open Distance Learning Approach in Adult Continuing Education: Past Experiences and Future Possibilities".

The lodging arrangements will be in the Hostels of Gandhigram Rural Institute. The boarding and lodging charges will be borne by the delegates. The subsidised charges will be Rs.300/- for all the three days and will be compulsory for all the delegates. The better accommodation, if needed, can be arranged on payment if the information is sent atleast one month in advance to the host organisation.

Delegation fee of Rs.200/- per delegate be sent by November 30, 2002 through Bank Draft in favour of "Indian Adult Education Association" payable at New Delhi.

The travel expenses will have to be borne by the participant or their sponsoring organisation.

The name of the participant should reach IAEA latest by November 30, 2002. Kindly endorse a copy of your letter to Dr. N Naraina Swami, Incharge Director, Department of Adult & Continuing Education, Gandhi Gram Rural University, Gandhi Gram - 624 302, Tamil Nadu.

Kindly note because of limited accommodation, it will not be possible to entertain the delegates who reach directly without prior registration.

## National Awards Presented to Teachers by the President

National Awards were presented to 284 teachers by the President, A.P.J. Abdul Kalam, here today on the occasion of Teacher's Day with a call to educationists to ignite the minds of children so that they feel inspired to join the nation-building exercise.

Addressing the gathering, Dr. Kalam said real education was one that made people think about what they could do for the nation. Recalling the four teachers who shaped his life, he sought to underline the role educationists can play in transforming society.

Among the 284 recipients, twelve were recognised for their contribution to educating children with disabilities.

In his address, the Union HRD Minister, Murlu Manohar Joshi, described the initiatives being taken by the Government to integrate the differently abled children into the national mainstream.

Dr. Joshi also urged the teachers to help the Government meet the challenges facing the education sector today.

In particular, he sought their help in making the Sarva Shiksha Abhiyan -- mission initiated by the Government to universalise elementary education -- a success. ■

## Vocational courses are the hot favourites now

There are no 100-year-old traditions, nor does the name of the college figure anywhere in the 'India's most wanted' list. In fact, there is very little to talk about the

College of Vocational Studies (CVS), but for the choices it offers to the students, who are now giving up seats in premier North Campus institutes for a seat in a vocational course at CVS. The college prides itself on the fact that most its students get employment soon after they leave the college.

"One has to be practical. Along with a BA (Pass) degree from CVS, I also get training in a vocation. And even if I choose not to take up the vocation latter on, I can still study a decent subject for my Master's," said Radhika Bhatt, hoping for a seat in the Industrial Relations and Personal management course at CVS with 75 per cent marks in her name. "I can get BA (Pass) in a decent North campus College, but then the name of the college hardly matters these days, she added.

They may be fresh out of school, but do not mistake the college hopefuls for gawky teenagers, as they have a mind of their own, know what they want and are working to get it. "The popularity of the vocational courses is on the rise because a number of options have opened for students these days, like advertising, industrial relations and insurance. Specialised courses in these fields are offered in BA Pass. English can lead to mass communication.

It is not difficult to comprehend why there is a sudden rise in the demand for the vocational courses. This rise is seen in the last five years. Our economy has also opened up new and fresh sectors like insurance. Also tourism is now being looked at, as an industry, where one needs to have some sort of training

before getting in. Our courses fill in that gap, without letting down on academics".

The college offers a BA (Pass) course in Book Publishing, Office Management and Secretarial Practice (OMSP), Insurance, Retailing and Trade. Store Management, Industrial Relations and Personnel Management (IRPM) and Entrepreneurship and Small Business. IRPM and Insurance are in great demand since the last two years. "With Insurance, I have chances in the customer care field, hospitality and call centres. With MNCs coming in the Insurance sector, there is a lot of scope.

A student who takes up IRPM can either study Mathematics or Economics along with Hindi, English and IRPM. A Tourism graduate similarly has the option of Economics or History. "What is the point of doing BA (Hons) in History. ■

## Research Methodology Course

IAEA is 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 and to familiarise participants with current policies and programmes. The Course will be held at IAEA Headquarters at New Delhi on Oct 21-29, 2002.

Fee for the 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. ■

## A different literacy day for Naidu

It was an argument only a devil-may-care kid like Shankar could have dared picked up. The 8-year old Lambada boy from Kesamudram in Warangal district working in the house of a cement dealer, Chakradhar, in the city for the last two years, did what few of his age would have done and in the process blazed a new path for those suffering in silence.

Shankar accosted the Chief Minister, N. Chandrababu Naidu, at the NTR Bhavan here on Saturday evening and again at the World Literacy meeting here today to pour out his heart. Where did he get the guts? His intense desire to study propelled him to 'take on' Mr. Naidu.

"I want to study, come what may. My employer does not allow me to do so. He beats me up whenever I talk about it. I asked a watchman nearby and was told to meet Mr. Naidu", Shankar told the Chief Minister and the director of UNESCO's International Institute of Literacy, Daniel A. Wagner.

A spellbound Prof. Wagner, a few Cabinet colleagues of Mr. Naidu along with a huge gathering watched in stunned silence Shankar's narration on the platform got up to celebrate the 36th World Literacy Day.

"My father borrowed Rs.20,000 from my employer sometime back. He committed suicide when harassed. I became a domestic help to repay the money. The employer sent me to my village during 'Chaduvula Panduga' (study festival held recently). He would not allow me to study. Now I am being abused

and beaten up daily. I do not want to live like this", he angrily blurted out.

Mr. Naidu summoned the employer who termed the allegations a fiction.

The trauma was too much for the boy who dared to meet the Chief Minister on Saturday at his party headquarters to seek justice and came to the venue of the meeting on his own and broke down.

The officials were directed to prosecute the employer and impose a fine and deposit the same in the account of the boy. As for Shankar, he would go to a residential school of his choice. What would he like to become? "A doctor to serve people. And I want all children working like me to do the same", an emboldened Shankar declared.

A visibly moved Chief Minister later declared: "Shankar has set the example. Follow it. Come to me directly if you could. Or go to the district authorities.

This Government promises to redeem the pledge of educating you all". ■

## Haryana lays stress on technical education

The Haryana Government has earmarked Rs.66.19 crores for technical education during the current financial year as against Rs.40.66 crores, last year.

The Chautala regime is laying special stress on promotion of technical education in view of the fast changing technological scenario in the world. The emphasis was on making students independent so that they did not have to run from door to door for jobs.

The Government had increased the number of seats in

technical education institutes from 9,316 to 21,862 so that the increasing requirement of skilled manpower in the industrial sector could be met.

The Technical Education Department had signed a memorandum of understanding with Microsoft and IBM for bringing about qualitative improvement in the technical education being imparted in the State. Besides this, the State Technical Education Board has also signed an MoU with CISCO.

The Government had implemented new the Information Technology Policy, along with the new Education Policy in the State under which special emphasis was being laid on providing computer education and information technology. Computer Education has been made compulsory in all courses and 10,780 new seats have been introduced in IT-related courses.

There is proposal for setting up an Information Technology Institute in Panchkula with an intake of 60-seats in MCA. ■

## IAEA Congratulates

BUNYAD Literacy Community Council, Pakistan for being awarded the UNESCO King Sejong Literacy Prize for Literacy achievements for the year 2002.

Dhaka Ahsania Mission (DAM), Bangladesh for being awarded the Government of Bangladesh Independence Award 2002 in recognition of its glorious and outstanding work in social service/public service.

## International Literacy Day

Marking International Literacy Day, United Nations Secretary-General Kofi Annan is urging stepped-up efforts to close the education gap, which he calls "a fundamental inequality in our globalizing world."

"Achieving universal literacy is everybody's concern [and] must engage the wider international community, the United Nations family, civil society, the private sector, local groups and individuals," Mr. Annan says in his message on the Day, which is commemorated each year on 8 September.

Almost one in every seven people is illiterate, and of the world's 880 million illiterate adults, more than 500 million are women, according to the message. The Secretary-General calls this state of affairs an "affront to individual human dignity" which imperils the future well-being of humankind.

The literacy gap, he says, is especially unjust because "it has an impact on our ability to bridge all other inequalities -- between men and women, between rich and poor, between the haves and have-nots of the information technology age, between those who stand to gain from globalization and those who are excluded from its benefits."

Mr. Annan points out that next year the UN will launch the United Nations Literacy Decade -- an initiative agreed by all countries to energize work towards reaching the goal of increasing literacy levels by 50 per cent by the year 2015. "Let us rededicate ourselves to playing our full part in that mission," he says.

The Director-General of the UN Educational, Scientific and Cultural Organization (UNESCO), a leading advocate of the importance of literacy programmes, says teaching the ability to read has widespread effects. "Literacy is best acquired in connection with practical purposes and uses, such as building livelihoods, solving problems, and accessing new information -- in short, ways in which people empower and transform themselves in their society," says Koichiro Matsuura in his message on the Day. ■

### Sex is a hitch in poverty talks

Earth Summit talks on reducing poverty and saving the environment met a last minute hitch over women's rights to abortion and contraception, diplomats said recently.

The issue of women's reproductive rights had not been considered a problem during the drafting of a global action plan to reduce poverty and protect the environment, where water, sanitation and energy had seemed the most controversial.

But environment ministers rushing to complete the text before their heads of state arrived on Monday, suspended talks late on Sunday night with reproductive health joining renewable energy as a final sticking point.

The row was about a paragraph calling for better health services "consistent with national laws and cultural and religious values," an EU diplomat said.

"There was concern the language may represent a step backwards from what was agreed

in Cairo in 1994, especially on sexual reproductive rights," he said, referring to a UN conference on population and development that underpinned rights to reproductive health. "That was a good conference and we don't want to go backwards on that," he added.

According to an activist of Greenpeace who was following the talks closely, some countries also feared the wording could tacitly endorse the practice of female genital mutilation, common in parts of the Horn of Africa. Meanwhile, world leaders were addressing the main session. ■

### Teaching students what is not taught in schools

"Today's youth is tomorrow's India. And to achieve national development, we have to develop this resource base," said chairman Surya Foundation, Jaiprakash, here today.

A non-governmental organisation, the Surya Foundation has been since its inception -- ten years ago -- been working towards this objective. Highlighting the recent programmes of the Foundation in this direction, Mr. Jaiprakash elaborated on a recently concluded project of Personality Development Camps (PDCs) for the youth of the country. Conducted all over the country - "from Ladakh to Karnataka and Arunachal Pradesh to Mumbai" -- about 10,000 students participated in the 120 camps held during summer vacations this year.

These 15-day residential camps, open to students between the age group of 10 to 21 years, aim to cover all that is missing in the educational system. "The

intensive training capsule is a complete personality development package. It includes besides classes in culture, yoga sessions, marital art lessons, lectures on naturopathy, swimming, horse-riding and a host of other activities".

Besides the PDCs, the Foundation has also been responsible for the establishment of a number of think tanks -- 21 in all -- with the objective of carrying out in-depth studies on various issues of national importance and recommending solutions for the same. National security, public administration, water resources, tourism, naturopathy, constitutional amendments and education are a few of the sectors where think tanks have been established. ■

### **Resource Material for Sustainable Development**

The Department of Adult, Continuing Education and Extension, University of Pune established in the year 1972 strives to undertake the activities in the following fields:

Adult Education, Continuing Education, Population Education, Community Education, and Social Work with the help of Post Graduate Departments, Affiliated Colleges and Educational Institutions and with the help of the Principals, Professors and students, who are taking education in various colleges.

The Population Education Resource Centre sanctioned to the University with the objectives to make the awareness among the younger generation about the population situation and the problems faced due to over-population conduct training

programmes for various groups like Principals, Professors, Students, Community Leaders and General Public. Resource material of various topics through the IXth Plan period on the following subjects were developed:

- Pollution
- Adolescence Education in Family Life
- Nutrition
- Sanitation
- Trees

The Department had set up different committees that prepared booklets/folders and published them on the eve of the International Population Day. Prof. AS Kolaskar, Vice Chancellor, University of Pune, gave a message to the younger generation and emphasised the need about such type of material for improving the Quality of Life.

The Resource Material developed by the Department was published at the hands of eminent freedom fighter, Prof. GP Pradhan, during the Inaugural Session of the Seminar on 'Quality of Life', organised in observance of the 'World Population Day'.

The Vice-Chancellor, University of Pune presided over the function. The experts who helped in the development of the resource material were felicitated on the occasion.

Prof. GP Pradhan stated that the solution to national problems begins with education. Hence sustainable development can be achieved with Education.

Prof. Kolaskar, emphasised the importance of need-based education for the community. He stressed the need for dissemination of scientific outlook, with the help of students. ■

### **Educated and Superstitious**

One of the greatest miracles of this decade is the coexistence of science and superstition. Our scientists are unravelling the mysteries of nano-particles, engineers are working at the cutting edge of technology but large sections of our society continue to be primitive in their thinking. Consequently blind beliefs and obscurantism, etc., continue to pollute the society.

In order to diagnose poor performance of some units of a prestigious thermal power station in Karnataka, the services of 'miracle' men were requisitioned who have dutifully recommended copper wire fencing of the facility to improve the efficiency and plant load factor. Senior scientists of the organizations, if reports are to be believed, initiated the investigations and thus the recommendations assume more credibility. These may even be implemented obviously from public funds. An educated superstitious person is obviously more dangerous than his uneducated counterpart.

When 'godmen' claim to materialise objects out of nothing, yogis claim to defy gravity, astrologers predict the future of institutions and individuals, etc., they are in the same category as quacks who exploit the ignorant and the sick. A fraud is being perpetrated on the society, which needs to be investigated, and the findings ought to be widely disseminated.

Mainstream newspapers have largely remained uncritical to this report from Karnataka (which incidentally received front-page

coverage). The electronic and the print media have continued to provide valuable time and space to astrological forecasts and horoscopes. Programmes on the satellite channels and even the national network often have themes based on paranormal events. This can only contribute to growth of irrationalism.

One would be naive to imagine that with widespread education, it is unnecessary to debunk such behaviour. Does not the scientific community display its indifference by remaining silent on this report? What is the social commitment of a scientist in propagating scientific temper? There is an expectation that such claims should be questioned and dealt with by scientists.

If the mass media displays slack responsibility and lack of urgency in revising its code for promoting rationality then the much maligned official thought police will have to review the censor policy. The scientific community must wake-up to their responsibility and challenge this retrograde state of affairs directly,

immediately and forcefully. Can our scientists, engineers and technologists stand-up and be counted? ■

### **Workshop on Career Course**

A 'Workshop on Career Counselling and Personality Development' was organised by Nagaland University in Zonal Council Hall, Kohima. Prof. Partha Chatterjee was the Guest Speaker.

Prof. Chatterjee motivated the students to prepare themselves for the 21st Century, while appreciating the head and heart qualities of Naga students that Naga students were smart, industrious, and obedient, he said that nobody is superior or inferior to others. He encouraged the students to identify and fix the aims and goals of their life since a person was helpless in its absence. This can be attained through introspection and with the consultation with parents and counsellors. In his lecture, he revealed the importance of the fact that wrong choices lead to failures and therefore, one must keep in

mind his her strength and weakness while making a choice either for further studies or for career.

Prof. Chatterjee talked in depth that learning had no barrier, no geographical boundaries and encouraged the students to participate in community activities and social work. While referring to a query on unemployment from a student he replied that entrepreneurship is the only answer to unemployment in Nagaland.

Prof. Chatterjee demonstrated a few physical and mental exercises to develop concentration power, memory power to discipline our body and mind; and to lead a balanced and happy life.

Shri AM Toshi, inspector of colleges appreciated the comprehensive, though provoking lecture and the demonstration to enhance various dimensions of students personality.

Prof. SK Gupta, Dean, School of Humanities and Education and Convenor of the Workshop proposed a vote of thanks. ■



## NCERT's mantra for value education

Reconciling science with spiritualism, constitutional values with fundamental duties and rights, and educating the youngsters about religion so as to make them secular is NCERT's strategy for the implementation of value education in schools.

Having earned the consensus of various academicians and religious heads for the implementation of value education in schools, the NCERT has revealed its strategy of doing the same.

Describing the strategy as "not prescriptive", the NCERT claims that it is aimed at encouraging alternative approaches towards achieving the goal. The council has developed handbook for schools on strategies of value education, which it hopes will serve as a basis for selection and development of instructional material for inclusion in the relevant school texts.

Clarifying its stand on the implementation of religious education, the council states that it has recommended education about religions and not religious education and this is in accordance with the recommendations made by the

Parliamentary Standing Committee.

The council also states that since value education is not going to be an independent subject, there is no question of having a syllabus based on a curriculum format. The school boards will be encouraged to design and develop courses, which will make value transmission an integral part of all school learning.

The NCERT Director, Prof. JS Rajput, said, "There is a need felt to revamp the teacher programme, which are at present inadequate to do justice to value-oriented education. The NCERT has already announced a project to promote research and innovations in value education".

The purpose of value education is to fight obscurantism, religious fanaticism and violence and promote and nurture critical thinking, reflection, reasoning and build up a humane approach."

Yoga too has been seen as an ideal exercise for promoting mental and physical fitness by the council. It is being pointed out that yoga will help the students in concentrating, focussing and fighting the problems associated with body malfunctioning and aging. ■

## 51ST ALL INDIA ADULT EDUCATION CONFERENCE, GANDHIGRAM (TN)

Indian Adult Education Association -- in collaboration with Gandhigram Rural Institute (Deemed University) and with assistance of NLM will be organising its 51st All India Adult Education Conference in Gandhigram (TN) on **Dec 27-29, 2002**.

The theme of the Conference is "*Utilization of Open Distance Learning Approach in Adult Continuing Education: Past Experiences and Future Possibilities*".

The lodging arrangements will be in the Hostels of Gandhigram Rural Institute. The boarding and lodging charges will be borne by the delegates. The subsidised charges will be Rs.300/- for all the three days and will be compulsory for all the delegates.

Delegation fee of Rs.200/- per delegate be sent by November 30, 2002 through Bank Draft in favour of "**Indian Adult Education Association**" payable at New Delhi.

The travel expenses will have to be borne by the participant or their sponsoring organisation.

The name of the participant should reach IAEA latest by November 30, 2002. Kindly endorse a copy of your letter to Dr. N Naraina Swami, Incharge Director, Department of Adult & Continuing Education, Gandhi Gram Rural University, Gandhi Gram - 624 302, Tamil Nadu. ■

## Education for all

No sooner does the junior school of DPS, Mathura Road gets over with the regular morning shift, it is time for them to get ready to accept another set of students. This time, however, most of the 500-odd students come from the lower middle-class settlements and underprivileged segments of the slums. And the best part is, most of these children had never really been to school before, and probably would have remained illiterate if it had not been for this wonderful concept called 'Shiksha Kendras'. The DPS 'Shiksha Kendras' are there to reach out to the child who doesn't have the resources to go to school. Based on community participation, the students just have to pay a token amount of Rs.100 as the cost of transportation. The funding is need-based with collaborative efforts from various organisations.

These 'Shiksha Kendras' are running in several branches of the DPS and, through these, the children are not given charity but opportunities of inclusion, of sharing a sense of pride by sitting on a chair as other children do. "At no extra cost, we reach out to children who cannot afford to pay regular fees and thus would have otherwise remained uneducated. We provide these children everything - right from quality education to textbooks to uniforms. Also, we are experimenting with a cost-effective, easily replicable model for the spread of quality school education and not just literacy through community participation. This was also the quickest way to provide a comprehensive welfare progra-

me to marginalised children," said Narender Kumar, Chairman, DPS. ■

## Fund crunch may hit distance education

Limited financial resources may hamper development of desired quality study material and programmes under the distance education system in the country. Besides, the system is facing a challenge with regard to the development of job oriented programmes and infrastructure at various institutions throughout the country.

This was stated by the Director of Distance Education Council, Dr. MM Ansari, at a seminar on "Distance education: challenges and opportunities" organised by the Indian Society of Distance Education.

He appreciated the role of Punjab Technical University (PTU) in running various courses under the distance education mode by providing quality study material through at least 120 study centres throughout the country.

The Punjab Technical Education Minister, Mr. Mohinder Singh Kaypee, said various courses under the distance education programme being run by the PTU were aimed at providing education at the grass-roots level particularly in rural areas.

## Free textbooks for M.P. Govt. primary school students

The Madhya Pradesh Chief Minister, Digvijay Singh, today announced that all students in the

Government-run primary schools in the State would get textbooks free from the next academic session under the "education for all" policy, textbooks would be given free to students belonging to the Scheduled Castes and Scheduled Tribes till the eighth standard.

There were 26,000 education guarantee scheme (EGS) schools in the State and 50 per cent of them had their own buildings. The rest of the EGS schools would start functioning in their own buildings by next year. ■

## Madan Singh, Mahlawat Honoured

Dr. Madan Singh, Director, SRC, Lucknow; Shri RN Mahlawat, General Secretary, IAEA; Shri AH Khan, Associate Secretary, IAEA and Dr. V Reghu, Secretary, IAEA (Kerala Chapter) were honoured by International Association of Educators for World Peace (IAEWP), USA, Commonwealth Association for the Education and Training of Adults (CAETA), UK and Global Open University, Milan in a jointly organised function in the Agricultural University, Udaipur on October 15, 2002.

Sardar Patel International Award for Education and Literacy was conferred on them for their outstanding contribution in the field of Adult Education and Research and Extension Work on the occasion of UNO 2002 International Year of Cultural Heritage and Eco-Tourism.

## Primary education for social change

by Uma Joshi

Making education up to 14 years a fundamental right of children is a step in the right direction. It is yet to be seen how this constitutional amendment is really put into practice.

The change is in recognition of the fact that education is a liberating force cutting across barriers of caste, class and religion, smoothing out inequalities imposed by birth and other circumstances, as such, planned social change through education serves as the major instrument for bringing about national progress.

This idea has been sought to be applied largely in our village communities to experiment at the grass-root level. Although village people live under serious strains of illiteracy, social and economic handicaps, they are the country's real motivating force behind success or failure of programmes concerning social change. In India this is true for more than 80 per cent of our population who live in village.

The concept of social change involves the transformation of society from traditionalism to modernism, from backward to forward, and from apathetic ignorance to active enlightenment. In other words, social change brings about an awakening in the masses with regard to their rights, duties and responsibilities towards society.

Inherently, there is induction of a value system in the lives of citizens whenever social changes take place through the educational process. On the whole, the very lives of the people and the nation

become galvanised towards progressivism in every sphere of life.

The educational system in India has the objective of creating intellectual awareness of trends and growth of our economic, social, political and cultural activities and ethos. Therefore, in a fundamental sense, the educational process is nothing but manpower planning. It is the basis of all planning, all development and all progress. Our programmes of education should therefore lie at the base of efforts to forge bonds of common citizenship, to harness the energies of young people and to develop natural and human resources in every part of the country. These are some of the important aspects of social change.

In India, where the government is not all-pervasive or all-providing and where economic institutions are not too vast, life affords many opportunities of action by individuals. With all its frustrations, the country provides limitless challenges for those who can care and act. Naturally, the whole philosophy of our education lays emphasis on training individuals to become independent and self-contained, and to face the problems that they encounter.

Therefore, it is necessary to link education with practical life and productivity by means of introducing work experience as an integral part and vocationalising education after the higher secondary level. It will be useful if vocational education in arts, commerce, agriculture, science,

medicine, etc. are introduced so as to be terminal in character in order to provide gainful employment. While general education should have a vocational bias, vocational education should have an element of general education.

Vocationalisation of education implies that students develop skills, knowledge and attitudes so that they are able to apply them in their jobs whatever they may be doing later on. Physics, chemistry and biology, for instance, could deal much more with areas such as utilisation of the country's raw products, creating devices for tapping wind energy, increasing food productivity in ponds, lakes and rivers, ensuring a safe and abundant water supply, and so on. If the efforts of laboratories are effectively multiplied on a smaller scale in schools and colleges through a variety of well planned 'micro-initiatives', the resultant gains would be enormous. This would equally apply to the study of economics, commerce, sociology, medicine, engineering and so on.

However, there is a tendency on the part of some people to regard vocational education as inferior to general education. And yet, parents do not mind sending their children for white collar jobs. When they send their children to any vocational course, it is always at the professional level, never at the level for which job-oriented courses are supposed to prepare. The reason is that such courses have attracted only such children who have poor academic background and who belong to a lower socio-economic strata. Generally, they are from rural

areas. It is, therefore, necessary, that public opinion is changed by regular conscious efforts.

What is more, the status and need for vocational course must be raised and realised in order to make the present general education more meaningful for individuals and for the country. This will help in accelerating the pace of social development. Even with certain inadequacies in our educational system, it must act as a lever of political consciousness and a deliverance from the stifling old social stratification.

Even as the government has been grappling with educational reforms, the system has not moved out of the rut and is still way behind our cultural and developmental needs. Hence, there is an utter need for revolutionising the process of education in India right from the primary stage to the university level.

It is one thing to talk about motivating the child to be in school up to 14 years of age but quite another to prevent him from leaving school at the sowing and harvesting seasons, not to say anything of the need to fake turns in tending the village cattle. This economic compulsion is the root cause of dropouts in elementary education. The government has also set up education centres for the 3-6 age group, especially in the rural areas, as adjuncts to primary and middle schools. These centres are supposed to develop the school-going habit among pre-school children.

While in countries like ours, the problem of providing primary education on a national scale appears to be so difficult to solve,

in Japan the objective was fulfilled easily by making education rural-based upto the highest level. The educational structure in Japan is a pyramid, rather than a pillar. While the number of students at the higher educational level in India is around 4 per cent of the age-group meant for higher education, it is only 1 per cent in Japan. This is evident of the emphasis given by an industrially advanced nation like Japan to elementary education for its masses.

A significant contradiction in our educational system is that while it should have been an instrument for bringing about equality, in practice it has systematically sharpened and deepened inequalities. It has not been appreciated that for bringing about social change and social justice, the major thrust should be on primary education because it is here that the content and formalism of education scares away the children of the poor and the backward classes. It is here that wrong idea and attitudes towards national and social issues are inculcated. The constraints of a huge number of children and the large amount of money involved should not come in the way of launching of a nation-wide campaign for removing illiteracy. Unless we reorient the whole gamut of primary education, we cannot accelerate the rate of literacy for making every citizen at least a literate person.

Elementary education has rightly been emphasised by a Chinese sage: "If you give a man fish, he can eat it once; if you teach him to fish, he can eat fish for his lifetime." Mass education, in the context of our country, will

mean telling industrial labour how to handle the machines more efficiently, to the mother how best to rear the child. Therefore, apart from learning the three Rs, it has to be meaningful in the lives of the people at one stage or the other.

Our planners should, therefore, make more vigorous efforts to spread education in rural areas so that the present inegalitarian character of the educational system is corrected. Also, the non-formal sector of education needs to be given its due priority in the present situation of vast illiteracy. All people need to be brought into the mainstream of our national life in a meaningful manner. Once they know what benefits can be derived from education, they will become better human beings and better citizens.

With 190 million children aged 6 to 14 in the country and almost 55 million of them out of school, the major thrust has to be on per cent enrolment by the end of 2002. This is to be matched by efforts to keep them interested in education. Currently, about 40 per cent of the children drop out in the primary school stage. More vigorous efforts are required to spread education in rural areas so as to change the inegalitarian character of the present educational system.

The government at the Centre needs to muster political strength as also to mobilise all agencies to rejuvenate the educational system for the benefit of children and the masses. The government should immediately look beyond policy and adopt primary and middle-level education, apart from adult literacy programmes, as the first item on

its list of priorities. While India has crossed the mid-way mark of 50 per cent in literacy and the primary education system has expanded to become the second largest in the world, it continues to face enormous challenges in its quest to achieve education for all. What needs to be viewed with serious concern is the abysmally low percentage of female literacy.

In some districts of Rajasthan, Bihar and Uttar Pradesh, female literacy among scheduled caste/scheduled tribes is even less than one per cent. Even otherwise, the BIMARU States (Bihar, Madhya Pradesh, Rajasthan and Uttar Pradesh) contain the largest chunk of the unlettered. Various factors account for such a dismal state of affairs. First, the low economic status and the socio-cultural factors prevailing in the Hindi belt have a bearing on high rates of school drop-outs among girls and the Scheduled Castes/Scheduled Tribes. Secondly, as per the findings of some surveys, the districts dominated by scheduled tribes have a high proportion of single teacher schools and the available teaching material is not only inadequate but also of poor quality. Eighty per cent of our schools are in poor rural environment in a small single room where five classes are held each day.

Primary education to all will also help children develop what JK Galbraith has described as the capacity for 'brand recognition'. They will be able to demand their favourite tooth-paste or soap apart from being able to read a book with a sense of joy and stimulation. Hence, the real test of success of

a national literacy campaign by making education at primary level a fundamental right would be when children develop the skill for brand recognition. Only then can a district be declared as fully literate rather than on the basis of just learning the three Rs. This is the desideratum for assessing whether their education is of the right quality.

Finally, the constraints of the huge number of children and the large amount of money involved should not come in the way of launching a nation-wide campaign for removing illiteracy. Nor should "Education For All" be construed as utopian. While there should be flexibility in curriculum, the stress should be on developing competence rather than on theoretical and academic propositions. Let children become good citizens with potential for excellence in whatever they do and let the primary level of education be the catalyst for such motivations in them. Then only will the right to education for our children become meaningful in their lives. ■

### **Female literacy needs a boost**

Since the first deadline set to ensure free and compulsory education to children till the age of 14 lapsed in 1960, the government has repeatedly extended it. It was first revised by the National Policy of Education from 1992 to 1995, the New Education Policy later extended the deadline to the end of the 20th century. Till date, however, the target of free and compulsory education remains elusive.

Scarcity of resources has been a deterrent for providing educational facilities - the Kothari Commission

(1964-66) had recommended the gradual increase in education investment to six per cent, but current allocation remains only 3.8 per cent of the Gross Domestic Product.

Gains made since Independence have been overshadowed by the huge population of illiterates, especially girls, in rural segments. While female literacy may have risen to 54.16 per cent in 2001, up from 39.2 per cent in 1991, it remains low compared to the male literacy rate of 78.85 per cent in 2001. Of the estimated 60 million children still out of school, 35 million are girls. The human resource development ministry's department of elementary education and literacy has asserted that consistent efforts to educate girls over the past 50 years have borne fruit.

It has claimed that the National Literacy Mission, the Mahila Samikhya, Operation Blackboard, Lok Jumbish and other non-formal education schemes have improved female literacy rates. But disparities are noticeable across states and the programmes remain plagued by under-utilisation and misutilisation of funds.

The government also cites Gross Enrolment Ratio figures that are up from 24.8 per cent in 1950-51 to 81.8 per cent in 1996. This remains low when compared to boys.

The Parliamentary Committee on Empowerment of Women's sixth report on Educational Programmes for Women (2000-2001), ascribed low GER and high drop-out rates to gender inequality, social

discrimination and economic exploitation coupled with low enrolment of girls in school, low retention and high drop-out rates. Progressive enrolment of girls and boys at primary and middle school levels point to a massive gender gap. This is starkly evident in Bihar, Uttar Pradesh, Jammu and Kashmir and even Chandigarh -- a region otherwise more advanced in many respects.

In rural areas, girls are mostly engaged in household work such as fuel and fodder collection, fetching of water and sibling care. Other reasons why girls in rural segments rarely pursue studies are parental indifference, poverty, absence of single-sex schools, unsafe travel and lack of facilities such as toilets.

The report also showed the increasing under-utilisation of funds meant for secondary and higher education for each of the years from 1995-96 to 1999-2000. According to the department of secondary education and higher education, this was the result of tardy utilisation of funds by state governments, delay in finalising the Ninth Five-Year Plan, and a delay in revision of certain schemes.

While experts demand increased allocation for education, funds earmarked for secondary education remain unutilised.

Neglect of women begins with the indifference shown towards the education of the girl-child. The committee recommends awareness programmes.

Other suggestions include the building of primary schools within a one-km walking distance from dwellings, increased

allocation of funds under various schemes, providing drinking water, fuel, fodder and creches that would free girls and women from everyday drudgery of household chores.

Among its broader recommendations extending to all educationally disadvantaged groups were the suggestion to use the television and FM radio for Centre-state initiatives in areas of pre-school education for the age-group 0-6 to ensure an early start for growth and development.

The recommendations also included teachers' training; provision of cooked meals for children instead of uncooked rice or wheat and the involvement of the local community or *anganwadi* workers and decentralised committees like village education committees, parent-teacher associations and so on.

Interventions remain constrained by a lack of data on educationally backward minorities and out-of-school girls in the age group 10-18.

As Indian experts explained in the "Education For All" forum in Dakar, Senegal two years ago, initiatives towards women's education need to be synchronised to meet broader developmental objectives with wider community participation. In two states, such initiatives have borne fruit and female literacy rates have improved.

In Himachal Pradesh, female literacy rates rose from 9.49 per cent in 1961 to 70 per cent in 1996-97. The state's per capita expenditure on education has always been high. The broad based nature of the development programme strengthened

Operation Blackboard. Roads were built, land reforms saw more than 95 per cent of the state's population in possession of some amount of land; all the villages were electrified and health conditions improved.

Gender relations in the hill villages are seen as more equitable than in the plains. Also crucial has been the wider community involvement, spearheaded by NGO efforts in organising awareness generation programmes for *mahila mandals* and adolescent girls. The standard of government schools has remained high, avoiding stratification in the school system.

In Mizoram, credit goes to social organisations like the Young Mizo Association and the Mizo Hmeichhe Insuihkhawm Pawl.

YMA began a library movement in each of its 600 branches. It also set up open schools. Its branches ensured that every girl child was sent to school.

The Mizoram Women's Federation got women's group to run creches and vocational centres. Courses for high school pass-outs were condensed. All this reflects in the state standing a proud second in terms of overall literacy, with female literacy rates at an impressive 85 per cent in 1991.

Anuradha Kumar

Put your heart, mind,  
intellect and soul even  
to your smallest acts.  
This is the secret of  
success.

Swami Sivananda

## Elitism in education

JS Rajput  
Director, NCERT

Over the past 54 years, education policies and pronouncements have invariably projected social justice, equity and equality as the basis of educational plans and programmes. Critics term it exclusivity in socialist rhetoric. What children of India today have before them is a dual system, one for the rich and another for the poor. At one end of the spectrum are large, well endowed and well equipped schools with facilities comparable to the best anywhere. At the other are damp, roofless hovels lacking basic facilities. The former represent India and the latter, Bharat!

It is as if a grand conspiracy was at work to perpetuate this injustice. Some superficial tinkering attempted by pro-changers only further complicated things. Take for instance the step to abolish English in the primary stage in government run schools by some States. This step was taken after the government run schooling system was properly done in political and bureaucratic apathy. The middle class upwards had by then deserted the state schooling system in favour of privately managed English-medium schools. The State Governments' writ did not run supreme over them. So, the slogan "Mother-tongue is best for students -- like mother's milk to infants" which offered the leitmotif for the campaign to do away with English was only half-baked. It created a mass of products from the government (read poor) schools inarticulate in English,

while the old elite which went through the private (read rich) institutions, remained firmly in grip of the levers of the economy, controlled all the lucrative jobs and, almost by design, governments collected political Brownie points for "abolishing" English but left the "need" for an English education intact. So, at the end of the day, products of both systems competed for the same few jobs. It is evident who is winning.

Any initiative towards the change of the content and process of school education must obviously consult all the volumes penned in the 54 years by numerous government appointed committees on education which were headed by renowned figures like Servapalli Radhakrishnan, D.S. Kothatri and Acharya Ramamurti. All of them had stressed the need for equity in the school room. If the girl child is deprived of equal opportunities, it may be held as proof of state sponsored gender discrimination. In 1990, the Ramamurti Committee's findings revealed that "vocational education" for the girl child was being interpreted in all the States as "women oriented" education -- they were being taught cooking, interior decoration and steno-typing. The Economic Survey 2001-2002 revealed that the dropout rate of girls was 42 per cent at the primary level and 50 per cent at the elementary level. Does this not call for correction on a war footing?

The inequities have their role in other sectors as well. For instance, the academic

performance of a child has much to do with his parents' ability to pay for additional coaching. Look how coaching classes, postal tuition schemes and, now, website coaching programmes where you have to pay to join, have proliferated in the last decade. The backers of the "free market" principle in education are usually drawn from the very class which benefits from this.

### Pass-fail system

Therefore, a new culture, characterised by hedonism, thrives. Privilegocracies, in the first stage, display characteristic lack of articulation and disunity. But when faced with competition to their domination, the elements within these closed societies tend to come together as a block which, by virtue of its stranglehold over the various institutions of state and media, prove far more effective than the forces of equity. I noticed this during the debate over the recommendation to end the unscientific marking and pass-fail system in school examinations. This is a discarded system of evaluation and weeding out the uncompetitive. Much of it is based on human objectivity which has its limitations. Many young lives are crushed by this cruel system every year -- quite a few suicides result too. The pass-fail system is uneven, where only the student pays for the collective failure of both himself and his teacher. In my innocence I presumed every one would welcome sweeping reforms in this sector. But alas. The privilegocracy went ballistic. "Why should my child who gets 98 per cent be on the same level as yours who gets 92 per cent?" is the typical refrain.

Even after 54 years of Independence, less than five per cent of schools in the country had adopted vocational courses seriously. Children from economically backward regions should relate to what is taught in schools. If the child's parents perceive that the subjects taught in the village school hold out no future to his charge, they may reject the system. This is justified. One look at the course content of schools and anybody can tell that the regime is tailor made to expel from the system all those who cannot afford a large number of textbooks and substantiate whatever is taught in the school (poorer the school worse the teaching standards) with expensive tuition. The fierce competition for the few openings in professional colleges has bred a big business in postal tuitions. Can a poor man's son afford that? Why, even middle-class parents draw advances on their provident fund deposits to subscribe to these expensive courses.

comprehensive national debate is the need of the hour. We cannot hope to play our dream role as a world power in the family of nations in the new century if more than half our productive population is kept illiterate, inarticulate and unskilled. ■

### **Lakshmi Menon Literacy Award to Prof. Neerja Sharma**

The Lakshmi Menon Literacy Award was instituted in 1995 by the All India Committee for Eradication of Illiteracy among Women to honour the special contribution of individuals or institutions in eradication of illiteracy among women. The award is being presented for the year 2002 to Prof. Neerja Sharma for her pioneering work and inspirational role in the work of eradication of illiteracy among women in villages. Prof. Neerja Sharma is one of the most dedicated and tireless crusaders in the field of empowerment of

women through literacy.

The literacy work done by her in four districts of Bhopal and 390 Adult Education Centres were organised and guided by her since 1984-95. Total number of 35,250 females and 12,850 male learners were made literate. She has developed many other programmes on university level and community level mostly for the empowerment of women by stressing the importance of literacy.

She has written many articles on women literacy, child welfare, women empowerment and family planning in leading newspapers, periodicals and in the Barkatullah Vishwavidyalya magazines. She has been associated with numerous women organisations as well as government institutions. At present Prof. Neerja Sharma is the Director and Head, Department of Adult & Continuing Education and Extension Programme, Barkatullah Vishwavidyalya, Bhopal. ■

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#### REGISTERED NEWSPAPER

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### A Course on Research Methodology and Recent Developments in Adult Education: A Brief Report

A short course on "Research Methodology and Recent Developments in Adult Education" was organized jointly by the Indian Adult Education Association and Group of Adult Education, Jawaharlal Nehru University during October 21-29, 2002 at the premises of the Association. The course was aimed at imparting basic knowledge and skills for conducting researches in the field of adult education and providing an overview of the current policy and programmes of adult continuing education. Twenty participants from State Resource Centres, Zilla Saksharata Samities, University Departments of Adult Continuing Education and Non Government organizations attended the course. They came from eight states, viz. Meghalaya, Orissa, Bihar, Uttar

Pradesh, Tamil Nadu, Maharashtra, Himachal Pradesh and Delhi.

The curriculum of the course was drawn up in consultation with the experts in the field and keeping

Association. He extended a warm welcome to the participants and hoped that the course would be immensely helpful to them. Prof. SY Shah, the Course Director provided an overview of the course contents and objectives. The course was inaugurated by the Chief Guest, Shri RC Meena, IES, Director in the Ministry of Rural Development, Government of India, who appreciated the course design and highlighted the role and importance of research in improving the programmes. He observed that some of the topics chosen in the course - especially Role of Self Help Groups and Open Distance



L to R are: Sarvshri RN Mahlawat, SY Shah, RC Meena and Kailash Choudhary during the Research Methodology Course

in view the feedback received from the participants of the previous courses.

The course was covered in twenty three sessions. The inaugural session was chaired by Shri KC Choudhary, President, Indian Adult Education

Learning would not only widen the knowledge of the participants but also open up new areas of research. He gave an overview of the Swaran Jayanti Rozgar Yojana and advised the participants to reflect reality in their research. Shri R.N.

Mahlawat, the General Secretary of the Association, gave vote of thanks.

The course was conducted by a team of eminent scholars and experienced professionals drawn from the National and International organizations and academic institutions. They covered the following topics through lectures and discussions.

1. Current Policy & Programmes of Adult Continuing Education in India (Dr. Mohan Kumar, Additional Director, Directorate of Adult Education).

2. International Developments in Adult Education: Jomtien to Dakar (Prof. C.J. Daswani, Executive Director, REMEDIA (former Unesco Consultant).

3. Feminist Perspective of Research in Adult Education - (Prof. Anita Dighe, Director, Campus for Open Learning, University of Delhi).

4. Communication & Media in Adult Education - (Dr. Avik Ghosh, Senior Fellow, National Institute of Adult Education).

5. Women's Empowerment: Mahila Samakhya - (Ms. Shalini Prasad, National Project Director, Mahila Samakhya, Department of Elementary

Education and Literacy, Ministry of Human Resource Development).

6. Qualitative Methods of Research - (Prof. Aslam Mahmood, CSRD, School of Social Sciences, JNU).

7. Art of Writing for Adults: Methods and Materials - (Dr. Varsha Das, Chief Editor & Director, National Book Trust).

8. Participatory Research & Training - (Dr. Pramila Menon, Fellow and Head, Sub National System, National Institute



L to R: Chief Guest at the valedictory function Shri Satish Loomba, Director, DAE and Prof. SY Shah

of Educational Planning & Administration).

9. Introduction to computers and its Role in Adult Continuing Education - (Prof. S Kaicker, Director, Computer Centre, JNU).

10. Hands on Training in Computers - (Prof. S Kaicker).

11. Statistical Methods of Research in Adult Education - (Mr. Premchand, Consultant, Indian

Adult Education Association).

12. Methods of Research (Prof. KD Gangrade, former Pro Vice-Chancellor, University of Delhi).

13. Empowering Women Through Self-Help Group - (Prof. Prabha Chawla, Project Director, Women's Empowerment Project, Indira Gandhi National Open University).

14. Training of Adult Education Functionaries - (Ms. Kusum Vir, Joint Director, Directorate of Adult Education).

15. Role of Open Distance Learning in Adult Education - (Prof. NK Ambasht, Chairman, National Institute of Open Schooling).

16. Preparation of Research Design - (Prof. SK Bhatti,

Head, Dept. of Continuing Education, Jamia Millia).

17. Operationalisation of Continuing Education Programme: Scope of Research - (Dr. A Mathew, Fellow, National Institute of Adult Education).

18. Evaluation in Adult Education - (Dr. Mushtaq Ahmed, Former Chairman National Institute of Adult Education).

19. Role of ASPBAE in

the Promotion of Literacy Programme and Research - (Dr. Maneka Roy, Literacy Coordinator, Asian South Pacific Bureau of Adult Education).

20. Research in Adolescence Sexual and Reproductive Health - (Dr. Mridula Seth, Technical Advisor, United Nations Fund for Population Education).

21. Status of Population Education & Scope of Research - (Dr. A Bhargav, Fellow, National Institute of Adult Education).

22. Women and Literacy: Potential Areas of Research - (Jaya Sharma, Nirantar).

23. An Overview of Research Trends in Adult Education - (Prof. SY Shah).

The valedictory session was chaired by Prof. SY Shah, Vice-President of the Association who presented a brief report of the workshop. Shri Satish Loomba, IAAS, Director, Directorate of Adult Education was the chief guest. In his valedictory address Shri Loomba discussed various aspects of adult education programmes and congratulated the Association for designing an excellent course which would be greatly useful to the participants. Subsequently he disbursed the certificates to the participants. One of the highlights of the valedictory session was the scholarly presentation on "Poverty, Development and Adult Education" by the Guest of Honour, Prof. Qutub Khan, Senior Programmes Specialists, UNESCO India Office. The session was concluded with a vote of thanks by Shri RN Mahlawat, General Secretary of the Association. ■

## **IFWEA Seminar on Globalization and Workers' Education**

International Federation for Workers Educational Association (Asia-Pacific Region) organised a two day Seminar on "Globalization and Workers' Education" in collaboration with Bangladesh Institute of Labour Studies (BILS) and Bangladesh Agriculture Farm and Labour Federation (BAFLF) in Dhaka on October 28-29, 2002.

Representatives from Bangladesh, India and Pakistan participated in the Seminar. The Seminar received the effects of globalization on the working people and trade unions in South Asian countries as well as role of the workers' education in addressing negative impact of globalization policies.

The groups in seminar stressed upon the need of exchange of information, unity and solidarity within country and cross countries, focus on similar issues, to document all effects of globalization of workers, to identify common problems and relate them to our context in Workers' Education programme.

The Seminar felt the need of effective networking through e-mail and other means.

It was also decided to share work, document and conduct special programmes focussed on informal sector and women workers.

The seminar was inaugurated by the Bangladesh Minister for Trade and Commerce.

The IFWEA General Secretary Aslak Leesland (Norway) and Marlon Quesada of IFWEA-Asia Pacific addressed the Seminar.

Shri KC Choudhary, President, IAEA and Ms Namrata Bali, General Secretary, SEWA were Indian participants who were Panelists and presented country paper.

The Seminar was followed by South Asia IFWEA meeting on 30th October 2002 in which updated on IFWEA were provided by the IMC-IFWEA Aslak Leesland and Marlon Quesada. The meeting discussed on sub-regional co-ordination and plans. Ms Namrata Bali, General Secretary, SEWA and Member Ex-Co of IFWEA was elected as Coordinator of the South Asia Region. ■

## **IAEA Establishes International Institute**

The Executive Committee of the Indian Adult Education Association has formally decided to establish "International Institute of Adult and Life-Long Education" at the Headquarters of the IAEA at New Delhi.

The mission of the Institute will be to strengthen and promote adult education as a distinct but distinguished field of practice and discipline of study. The functions of the institute will interalia include preparation of cadre of professionals in adult education, expansion of the knowledge base of adult education, improvement of the quality of research and evaluation, development of innovative materials for neo-literates, promotion of doctoral researches in adult education, recognition of excellence in adult education, networking, advocacy etc. The institute will systematically develop partnership with like minded institutions at national and international levels. ■

## MoC between IGNOU and the Ministry of Education, Armenia

A Memorandum of Collaboration was signed between the Ministry of Education and Science, The Republic of Armenia and the Indira Gandhi National Open University (IGNOU), New Delhi, to support mutual development of education and training. A high level delegation consisting of H.E. Levon Mkrtchian, Minister for Education and Science, Republic of Armenia, Prof. Radik Martirosian, Rector, Yerevan State University, Prof. Vilen Hakobian, Rector, Yerevan State Medical University, Prof. Aram Esabekian, Rector, Yerevan Art Academy and other senior officials visited IGNOU campus in this regard. The delegation announced that a Centre of Indian Studies shall, soon, be established in Armenia.

Both parties will jointly develop projects and plans and devise implementation strategies and time-bound action for effective impact to meet the desired objectives and goals. The process of implementation will be assessed and evaluated by a Monitoring and Implementation Committee with the Minister of Education, the Republic of Armenia or his nominee and the Vice-Chancellor, IGNOU as Co-Chairman and two nominees each of Ministry of Education and Science, the Republic of Armenia and IGNOU. The first meeting of the group will be held at Delhi and the joint group meetings will be held by rotation annually in India and the Republic of Armenia.

Strategies shall be to devise projects enhancing education and training opportunities in the Republic of Armenia and India; to identify potential partners at sub-regional, regional and international levels and to encourage them to join this partnership; to contact funding organisations like UNESCO, DFID, World Bank, ADB and EU to support the partnership; to establish a network between different universities and other institutions of learning in the Republic of Armenia and India which are involved in related activities in the field of higher education and research and to provide for exchange of academics and other functionaries between IGNOU and the Ministry of Education and Science, the Republic of Armenia from time-to-time in different sectors of higher education. ■

### Web-based Ph.D. Courses

The Anna University, Chennai proposes to offer web-based M.S. and Ph.D. courses, mainly to cater the teachers in affiliated colleges. The teachers could do the course work online, but might have to come to the university for research or dissertation, Prof. E. Balaguruswamy declared this while addressing a seminar on 'Internet for Education' organised by the RMD Engineering College, Kavaraipettai. While Internet could not replace either the teacher or a textbook, it could act as a powerful supplementary tool in expanding educational opportunities. It could bring education to the learner's doorsteps. Even now, distance education was using the worldwide web to deliver courses. In

essence, the Net would play a dominant role in education of people.

"Still I feel that one can get a virtual university degree from a virtual university, but not the skill orientation or attitudes of the formal education sector", the Vice Chancellor added. Dr. HP Sinha, Executive Secretary, Indian Society for Technical Education, said that the Internet had completed the process of democratisation of education--extending opportunities to all people at all times. Still, it would not be the work of technology, but one of profound human achievement. ■

### DN Sharma appointed Secretary, Chattisgarh SLMA

Shri DN Sharma, Life Member of the Association is appointed as Secretary of the Chattisgarh State Literacy Mission by the Government of Chattisgarh. Shri Sharma has very sincerely implemented TLC and PLP Programmes in Durg District and was Secretary of Durg Zila Saksharta Samiti.

Congratulations from IAEA!

### Ph.D to Raktima Bhanja

Raktima Bhanja, Life Member, IAEA awarded the Ph.D Degree in Education. The subject of the thesis is "Impact of Literacy on the Living and Working Style of the Adult Neo-Literates in the Urban Slum Areas of the State of Orissa".

## International Literacy Day Celebrated

Zila Saksharata Samiti, Nawadah and Indian Adult Education Association, Bihar jointly organised a memorable and grand function on Sep 8, 2002 in the premises of Town Hall, Nawadah to create awareness towards literacy on the occasion of "International Literacy Day".

4000 participants assembled from different parts of the district. They belonged to both sides i.e. administration as well as persons of different categories of ZSS Block, Panchayat and wards samities and the common masses. Different government departments and NGOs also attended the function.

Smt. Vijya Lakshmi, IAS., D.M.-cum-Chairperson, ZSS Nawadah presided over the function. Its impact was so good that the common masses also came forward and joined the memorable big rally. Students and teachers of different colleges and schools also participated with own play cards and attractive banners with different slogans related to the literacy campaign. Secretary, ZSS Nawadah Shri Mokhtarul Haque in his welcome address introduced the aims of the rally and activities of ZSS Nawadah requesting every body belonging to different sections to come forward and extend cooperation in this massive drive of literacy campaign in the wider interest of the District and Community.

The Chief Guest of the function was Dr. Sarfaraz Ahmad, MP the Vice-Chairman of 20-point programme, Bihar Government. Buxar has achieved 84% literacy

rate due to sincere and personal interest of DM. Further DM allotted responsibilities to all the officers of the Dist. and regularly monitored the on-going programmes as a result achievement of literacy came to 84%. He advised to the DM Nawadah to take personal interest for success of this campaign and see that all the officials belonging to different departments including education are taking interest with practical approach. He requested to Shri AH Khan to provide academic and technical support to Buxar district also.

The other important speakers were Prof. Lakshmi Chand Prydarshi, Shri Subodh Prasad, IPS, Superintendent of Police, Nawadah, Shri Om Prakash and Dr. Shanti Ojha, Patron of Jago Bahen etc. Shri MP Sinha, Treasurer, ZSS, Nawadah proposed a vote of thanks. ■

### Adult Learners' Week: Looking forward to 2003

"It has been a long haul for the voluntary sector to achieve the kind of public recognition that it deserves," said WEA Deputy General Secretary, Mel Doyle, in his contribution to the NIACE document for Adult Learners' Week 2002, Reflections.

Unquestionably," he continued, "Adult Learners' Week, and more recently the Adult Learning Fund, has done much to raise the profile of the sector and to validate its strengths and contribution. It is this sector which is closest to communities, which engages its users in organisational management and governance and which contributes dramatically to processes of socialisation in Britain.

"Adult Learners' Week provides a natural home for demonstrating the richness of voluntary sector delivered adult learning."

NIACE is now inviting entries for the Adult Learners' Week awards for 2003 and would like to encourage readers of Learning for Life to apply. There are a number of awards offered, including for projects which have designed new and creative ways for adults to learn; for individual adult learners; and for community groups.

Among the awards offered for individuals is Learning Works, open to adults who have improved their prospects at work or found employment as a result of attending a learning programme.

Five winners will each receive 250 pounds at an award ceremony in London during Adult Learners' Week, 10-16 May 2003.

A winner from 2002, Kelly Clifton, went back to learning four years ago unable to write her own address but determined to improve her literacy skills. Thanks to her hard work she's now working as a nursing assistant at Leicester General Hospital, and hopes to become a nurse.

A Group Award winner from 2002, the Ta'Alaem Alynssa group was nominated by the WEA in Monmouth. The 12 women in the group and their tutors wrote, produced and launched a book called Faith Family and Friendship. The group plan to pass on their fund-raising and writing skills to other members of the community. ■

## Seminar on Indian Education

The Bhartiya Shiksha Shodh Sansthan, Kanpur Cell recently organised a seminar on Indian Education: Vital Issues. Sub themes discussed in the Seminar were: Present Challenges and Education, *Sa Vidya Ya Vimuktaye*, Concept of Nation and Education, Development of Education in Indian Philosophy, and Education and all round Development of the Nation. Twenty papers were presented by the teachers and the research scholars on the theme and sub themes of the seminar.

Prof. RS Shukla, Ex-Principal of the Institute of Advanced Studies in Education inaugurated the seminar. Dr. Saraswati Agrawal, Coordinator, Kanpur Cell welcomed the guests. Dr. Sweety Srivastava presented a brief report of the activities of Kanpur Cell. Dr. Shankar Saran Srivastava, Director, Bhartiya Shiksha Shodha Sansthan presided over the Seminar.

Main recommendations of the Seminar include -- Direct link must be established between project job opportunities and the number of enrolments; The financial crunch in the field of education can partially be met by levying an Educational Cess on all tax payers and setting up an educational fund in every university which should be funded by industries, alumni/ students, government and donations from social organisations; Education should aim at a balance between ideals and practical needs of the job; Common core Curriculum for the whole country is crucial for national unity; instead of queuing up for

jobs, educated unemployed should be motivated for self employment; Education must inculcate respect for manual labour in students; Degree courses must be limited to scholars only; other students must be diverted towards vocational courses; To limit the number of students in higher education high fee should be charged from students for degree courses.

The chief guest, Dr. RS Shukla, urged the teachers not to follow the politicians, instead make them come to the teachers for guidance. President of the seminar Dr. Shankar Saran Srivastava called upon the teachers to sacrifice everything for the betterment of education system. "Teachers should forget that they are salaried servants and must involve themselves totally with their students with zeal of a crusader", he said. He opined that there is a need of total revolution in the field of education. Dr. Aruna Gupta, convener of the Seminar proposed a vote of thanks. The proceedings of the Seminar were conducted by Dr. Uma Tandon. ■

## Finland Campaign for Fifth World Conference on Women in 2005

The Finnish government and non-governmental organisations (NGOs) have initiated campaigns for the Fifth World Conference on Women 2005. The Finnish government has adopted a policy on 31 May 2002, to actively campaign for the holding of the Women's Conference in 2005. For their part, Finland's NGOs, with support from the Finnish UN Association, have formed the national committee for the

Conference. The Committee has tasked itself "to continue the NGO Campaign for the World Conference, and cooperate and support the efforts of the Finnish Government for this goal.

The Finland government and NGOs call on both governments and NGOs to persuade their "national government(s) to see the purpose and importance of having the UN World Conference on Women in 2005. Governments and NGOs have also been called upon to support the 2005 Women's Conference especially when it is tabled for decision "in the 57 Session of General Assembly this year or in the Commission on Status of Women next year."

In June 2000, during the UN General Assembly Special Session on the Review of the Beijing Platform for Action, some members of the Asia Pacific Women's Watch called on the NGO community to support the organising of the Fifth World Conference on Women. ■

## New Publication of IAEA

National Documentation Centre on Literacy and Population Education, Indian Adult Education Association has brought out a publication 'Statistical Database for Literacy - Provisional Population and Literacy 2001 by Rural and Urban Areas'. It has been prepared by Shri Prem Chand, Consultant, IAEA has written the report. Comparative data of 1991-2001 has been presented with necessary estimates where needed. Projection of literacy situation has also been made for the year 2005. Copies of the publication are available with IAEA.

## **ILO Approach to Poverty Alleviation Among Disadvantaged Groups**

The International Labour Organisation (ILO) is built on the constitutional principle that universal and lasting peace can be established only if it is based upon social justice. Reaching out to the unreachable, empowering the weakest, getting the most marginalised into the mainstream economy is what the ILO endeavours to do through its various programmes.

In India 80 percent of the work force in the rural areas are women. In spite of their major contribution to the country's economy, this group remains most vulnerable, disadvantaged and deprived. They usually perform bulk of low-paid low-status jobs and suffer from precarious employment relationships. Women are often not paid equal wages, and are even denied minimum wages. ILO's DANIDA funded project **Workers Education Assistance in Integrating Women in Rural Workers' Organizations in India** addresses the problems of unorganized rural women workers. The project strives to improve the socio-economic conditions of the rural women. Some of the major initiatives focusing on Poverty eradication are:

1. Self Help Groups: Formation of Self Help Groups (SHG). Linking the SHG with the Banks to receive further financial assistance. Through this activity the women are released from the clutches of the big landlords, who loan small amounts to the workers, and compel them to work for

nominal wages on difficult terms. With the assistance of the SHG, these women have been able to free themselves from debt bondage and work freely. Instead of moneylenders, most of the women now borrow money from their own SHG at a nominal rate of interest, for setting up some small income generating activities as well as to meet emergency expenses. Thus formation of SHG has to certain extent helped to resolve the immediate problems of getting money for the rural women.

2. Government Schemes: The project also tries to make several Government Schemes accessible to the rural poor. Special emphasis is laid on tapping the various resources available at the Government level. The ILO Project staff are trained on the various schemes available for the rural women. Following schemes have especially benefited the rural women:

1. Widow Pension
2. Girl Child Welfare Scheme
3. Girl Child Adoption Scheme
4. Self Employment Scheme
5. Enrolling Dropouts
6. Maternity Benefit Scheme

Though the quantum of the benefits are not large, yet it makes a difference to the life of vulnerable sections of society like the destitute, widows, old people and others who have very little to survive on.

Indigenous and tribal people in India, as elsewhere have always been at a disadvantage having lived as secluded groups - secluded by their own distinctive socio-cultural ethnic character, secluded also by geographical

limitations, and hence excluded by the rest of mainstream population and the national economy. Rapid globalization has further compounded the problem and widened the gap, leaving the tribals in their remote backward homesteads way behind the advancing economic milieu. ■

## **Third Meeting of the Working Group on EFA**

The Working Group on EFA, chaired by the Assistant Director-General for Education, is an informal mechanism for exchange on EFA at international level. More specifically: 1) The Group provides technical guidance to the EFA movement, creates and sustains partnerships, supports regional and sub-regional networks, ensures proper linkages among inter-agency flagship programmes, within the Dakar follow-up process as a whole. A key function is to enhance and widen EFA partnership. 2) The meetings of the Working Group also serve to prepare the meetings of the High-Level Group.

The Working Group brings together representatives of the main constituencies represented in Dakar: developing countries and countries in transition; bilateral, multilateral and regional agencies; representatives from civil society networks, non-governmental organizations and private foundations, as well as from the OECD and the G8. Its core membership includes representatives from multilateral, bilateral and regional agencies and from non-governmental organizations. Representatives from developing countries will be invited on a rotating basis to contribute to key

issues on the agenda. In this way, over the years, most developing countries will have the opportunity to participate in this group and to enrich the discussions from the country perspective.

The third meeting of the Working Group scheduled on July 22-23, 2003 in Paris is expected to identify priorities and agree on a division of labour between EFA partners in implementing the strategy. The report from the meeting will map a list of priorities for immediate action by partners. The meeting is also expected to make recommendations for the second meeting of the High-Level Group, Abuja, Nigeria, November 19-20, 2002. ■

### **APCTT and Poverty Eradication**

Under the banner of ICT for Women, APCTT organised a seminar to discuss the sustainability of IT projects for socially disadvantaged women. The participants included

representatives of the WID donor group in India, representatives from the UN organisations, the press, leading IT organisations in New Delhi, the SIDA research team as well as the jury members of the Global Challenge Award, Rome. This was in cooperation with SITA (Studies in Technology Applications) and UNIFEM. The output of the seminar has been a training package in IT for beginners.

A "Gender Sensitization in Technology Transfer for Women" workshop was held at the Central Leather Research Institute, CLRI, Chennai on Jan 22-23, 2002. This was a collaborative effort between the Department of Science & Technology, APCTT and the Intermediate Technology Development Group (ITDG) Sri Lanka. It sought to sensitize research and training organisations and developers of technical training programmes about the special needs of women as receivers, users and disseminators of technology. ■

### **Joining forces for EFA**

A global movement such as education for all naturally calls for the involvement of a host of stakeholders-in this case governments, development agencies, non-governmental organizations and civil society. How can such a large group of partners work coherently together, without duplication or gaps?

The newly-developed *International Strategy to Operationalize the Dakar Framework for Action* is a call to join forces in this way. The Strategy sets out areas of joint action under five main headings: planning, financing, advocacy and communication, monitoring and evaluation, and international and regional coordination.

Focusing on the country level, it outlines the international support provided by multilateral and bilateral development partners and non-governmental organizations. ■

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### International Seminar on Literacy and Livelihood in Urban Context

#### *A Brief Report*

An International Seminar on Literacy and Livelihood in Urban Context was held at the India International Centre on Dec. 11-13, organised collaboratively by Uppingham Seminars, SRC, Jamia Milia Islamia, Indian Adult Education Association and Group of Adult Educators, JNU. Delegates from 11 African, Asian and Latin American countries, besides England participated in the Seminar. The Indian contingent included more than 50 participants.

It was organised in plenary sessions and working groups with a view to providing ample scope for presentation of papers, discussions on key issues and their implications for policy formulation and programme

improvement. The inaugural session was chaired by Shri Sayed Shahid Mahdi, Vice Chancellor, JMI. Shri K.C. Choudhary, President, Indian Adult Education Association who was



*Smt. Nishat Farooq, Shri Kailash Choudhary, Shri SS Mahdi, Shri Jagan Mathew and Dr. SY Shah during the inaugural function*

also the Chairman of the Planning Committee of the Seminar welcomed the guests, the resource persons and the participants. He described the national and international situation of illiteracy and hoped that the seminar will immensely contribute

in analysing the situation in urban context. Learners of a literacy centre from Jamia welcomed the participants, the resource persons and guests by singing a literacy song. Prof. S.Y. Shah, Head, Group of Adult Educators, JNU and Prof. Alan Rogers, Uppingham Seminars in Development (U.K.) introduced the objectives and methodology of the seminar. They also indicated the expected outcome from the discussions of the seminar. Participants were expected to analyse and make presentation bringing out specific challenges and opportunities provided by urban context.

The Seminar was inaugurated by Shri Jagan Mathews, JS (AE) & DG (NLM). Delivering the Inaugural Address, Shri Jagan Mathews set the tone of the seminar by drawing attention to the complex nature of the problem of urban deprivation

and illiteracy that eluded decisive solution over the years. The huge magnitude of urban slums, the heterogeneous character of the urban slum dwellers, their constantly changing livelihood needs in different settings and over time, had all conspired against any effective strategy to tackle urban deprivation and illiteracy. He was of the view that the lessons from the limited past experience show the importance of assessing the needs of these diverse population and devising strategies responsive to their needs and linking literacy to their life needs, as a pre-condition for its success. Inaugurating the Seminar Shri Mathews hoped that as a result of the exchange of experiences of different countries there may emerge new inputs for policy and strategies to tackle urban illiteracy in a more integrated manner than has been possible so far.

The Vice-Chancellor, Jamia Milia Islamia, Syed Shahid Mahdi, in his Presidential address recalled Jamia's heritage in adult education since the 1930s, and especially after the SRC establishment in the University. Especially in the urban context, Prof. Mahdi suggested that a flexible approach of starting with livelihood and then moving on to literacy, and vice versa, depending on the livelihood situation of the groups one is dealing with. The NGOs working among the urban slum dwellers, Dr. Mahdi felt, must be treated as the limbs and arms of the government, and must be provided with adequate funds. While proposing a Vote of Thanks, Nishat Farooq, the Seminar Convener, thanked the DG (NLM) and Vice-Chancellor, Jamia Milia,

for bringing in sharp focus the need for flexible and innovative strategies to tackle illiteracy among the urban poor - the literates, semi-literates and neo-literates and inter-linking literacy with their livelihood needs and aspirations.

The Seminar deliberations, as made clear in the Inaugural session, were designed to give one day each - divided into 4 sessions — for Indian and foreign participants for presentation of their papers, and the third day planned for group work, followed by Valediction and field visit in the afternoon.

Thus, in the first session, after Inauguration, chaired by Dr. Ambasht, Chairman, National Open School, three presentations were made - by Prof. C.J. Daswani, Dr. Anita Dighe and Dr. Denzil Saldanha. Literacy for the urban deprived, Dr. Daswani felt, would succeed more if it pays more attention to their children than the non-literate or semi-literate adults. Dr. Denzil who looked at the residual illiteracy along gender and rural-urban lines between 1991-2001 felt that tackling the 20% urban illiteracy was more difficult than tackling illiteracy in rural areas. In the case of urban slums, known for lack of space, use of public space like temples, schools, etc., for literacy purpose could help, he opined. Dr. Anita Dighe who spoke about empowerment of women through literacy and livelihood drew attention to the missed opportunities that the literacy movement in India offered. While summing up the debate, Dr. Ambasht underlined the need for local and grassroots institutions and agencies having a major role

in deciding the nature and content of literacy and livelihood components and the desirability of government leaving implementation to the NGOs and confining its own role to monitoring and funding. Dr. Ambasht also felt that the existing notion and form of literacy - reading and writing - would soon become redundant with the emergence of the IT age.

The second session, chaired by Ms. Rajni Kumar, Hon. Consultant, Delhi Schools Literacy Project, accommodated presentation of 6 papers. Dr. Ajay Kumar's paper on "Language and Mass Literacy: Some Comparative Rural Urban Contexts" pointed out messages in primers that were out of sync with the learners' socio-cultural milieu. Tushar Mukherjee who spoke on "Literacy and Livelihood - Story of Kolkata Slums", dwelt on the literacy work of 3 NGOs in Kolkata slums. Manjeet Paintal presented the findings of a research on urban slums as well as the experience of an adult literacy and livelihood project undertaken among Chandigarh slum dwellers. Her finding that the 10% of Chandigarh slum population accounting for 10 percentage points difference in Chandigarh UT's literacy position, illustrates the impact of urban slum dwellers on the urban illiteracy position. Ms. Yasmeen Sengupta spoke about the status of education facilities for and schooling of urban deprived children in Kolkata, as also of her NGO's intervention for the education of the urban deprived children. Prem Chand who spoke on the problem of "Illiteracy - International and National Perspective", was not optimistic

about India achieving threshold level of literacy by 2005, as claimed by the Government, and based on extensive analysis of the 2001 Census figures and projections made contended that India would be able to achieve 75-80% literacy level among adults, i.e. the above 15 age group by 2015 as envisaged at Dakar for the low literacy regions of Sub Sahara Africa, the Arab States and North Africa and South and West Asia.

The third session was continuation of papers from Indian participants, and chaired by Mrs. Anjali Prasad, Director, NLM. Ms. Rajni Kumar explained about the literacy projects undertaken by Delhi Schools, in general and hers, Springdales School, in particular. The peculiarity of urban deprivation notwithstanding, the urban TLC attempts, Ms. Rajni Kumar recalled, tried and successfully too, to be imbued with the spirit and processes of TLCS as taken up in rural areas.

The first three sessions of the second day, 12 December, were earmarked for presentations by international participants. Prof. Biran Street facilitated the proceedings as Chairperson. An overarching perspective of all the papers of the second day was provided by a lead presentation by Prof. Brian Street himself in the

beginning.

Most of the papers presented in the first and second sessions were ethnographic in nature and could be categorized as falling under the "New Literacy Studies" school. Uta Papen's "shopping with Credit Cards and Reading the Bible in Namibia", Cathy Kell's "Housing Development as Context for Literacy in South Africa", and Moeain Arend's "Literacy Practice in a Police Station in Cape Town SA" are eminent cases of the New Literacy Studies category. Tonic

facilities in Botswana seemed to be in sharp contrast to the Indian literacy movement experience. In the annals of Indian education system, NLM for the first time decentralized curriculum development, from State agencies, generally at State capital, to the district level, to the District Literacy Society, an autonomous body. More than two-thirds of the participants of the Indian literacy movement were women. A third presentation was by Rashida Abdul Mutalib about Post Literacy in urban Sudan.

The third session had three presentations, one by Judith Kalman, speaking on "women's identities as literacy learners in Mexico", Ani Dwi Martuti, speaking of her NGO's efforts



*Shri RN Mahlawat, Shri KC Choudhary, Prof. Alan Rogers, Shri JC Pant and Shri Satish Loomba during the valedictory function*

Maruatona's presentation on "Work Place Literacy Provision in Botswana: A Critical Analysis"; and Rashid Aderinoye's "Literacy Shop Approach in Bodija Market, Ibadan, Nigeria", were not ethnographic, but not really different from the New Literacy Studies genre. Rashid's Literacy Shop seemed more like a literacy guidance and counseling centre. Tonic's impression of the highly centralized literacy curriculum planning and overwhelming male accessing of work place literacy

towards "women's Empowerment Programme in Indonesia", and Probak's account about "appropriate learning materials for urban contexts in Bangladesh". David Archer of Action Aid also made a brief statement in the concluding part of the presentations.

The last session was utilized for presentations from Indian participants. One of the presentations was by Prof. TKV Subramanian of Delhi University, about the processes and impact

of an integrated approach to literacy and development, adopted in their intervention in a North East Delhi slum settlement. Shri RN Mahlawat presented a paper on "Literacy and Development in Urban Slums". There were at least another 10 presentations and about half a dozen papers distributed, for want of time for presentation in the Seminar.

The Seminar, on the last day, 13 December, devoted a full session to map the issues for policy, research and programme intervention, Prof. Alan Rogers acting as the facilitator. The Gujarat Chapter of Indian Adult Education Association presented the Sardar Patel Literacy Award to Prof. Alan Rogers, Prof. Yusuf Shah and Nishat Farooq. In the Conclusion session, Prof. Alan Rogers provided a brief summary of the Seminar discussions and indicated the plan to bring out a publication, containing the report as well as the papers presented in the Seminar. The Valedictory session was graced and addressed by J.C. Pant, Chairman, SRC, Literacy House, Lucknow. Dr. Qutab Khan, Senior Programme Specialist, UNESCO, who was the Chief Guest elaborated the international efforts being made by UNESCO and other international institutions in this area and assured full support of Unesco in meeting the challenges of urban illiteracy. Shri Satish Loomba, Director, DAE who was chairing the session in his thought provoking address emphasised on the need to develop programmes for urban illiteracy which provide them an opportunity to improve their livelihood situation.

Shri KC Choudhary, President, IAEA proposed a vote of thanks. ■

## **Celebration of Education Day**

The Department of Adult Education, SV University has observed the Moulana Abul Kalam's Birthday as the Education Day on Nov 11, 2002 in the SV University Senate Hall. Prof. P. Murali, Vice-Chancellor of SV University has participated as the Chief Guest of the function and appraised the services of Moulana Abul Kalam for primary education and adult education by introducing the compulsory primary education programme for children and social education programme for adults. Prof. PC Narasimha Reddy, Dean, School of Humanities and Extension Studies presided over the function and narrated the biographical sketch of Azad. Prof. K Munirthanam Chetty, Dept. of Philosophy, Prof. B. Ramachandra Reddy, Dept. of Education, Dr. K Muzaffar Ali, Dept. of Urdu spoke on the occasion. Earlier Prof. S Jayarama Reddy, Principal of SV University College of Arts & Sciences, the special invitee has greeted the audience on the eve of Education Day and stressed the need for achieving Education for All by 2010.

While welcoming the distinguished guests and speakers, Dr. MC Reddeppa Reddy, Head, Department of Adult Education has explained the need for celebrating the day and also presented briefly about the Chandamama Palle (ST Habitation) Literacy Project adopted for the literacy and developmental activities during the academic year 2002-03 through the students. He said that the department has acted as catalyst

to solve the problems of the habitation such as sanction of school building for school children and community centre for the habitation.

A health camp was also organised in the project village on the eve of Education Day which was inaugurated by Prof. L Nagamuni Reddy, Rector of SV University, Tirupati.

Dr. T Kumaraswamy, Assistant Director of the Department proposed a vote of thanks. ■

## **Awards for Environmental Education**

The Tamil Nadu Government has invited applications for giving awards to meritorious individuals/organisations involved in environmental education and awareness, protection and management during 2002.

For the Environmental Education and Awareness Award, educational institutions, individuals and educationists are eligible; for environmental protection, individuals and voluntary organisations could apply and for environmental management, researchers, research organisations are eligible, says an official release.

A cash prize of Rs.5,000 will be awarded for the best research article on environmental issues, published between January and December, 2002.

Applications could be obtained from the Director, Department of Environment (Ph: 433 6421 and fax 433 6594), Panagal Building (GF), Saidapet, Chennai - 600 015.

The last date for obtaining application forms will be Dec 31, 2002 and for submitting filled-in forms January 31, 2003. ■

## NGOs' Role in Education Crucial

Education is the right of every individual and every citizen of the country ought to be concerned about the quality of education being imparted. Non-governmental organisations and other voluntary organisations must come forward to improve the standards of education as everything cannot be left for the government to do. This was stated by Mr. Hari Jaisingh, Editor of The Tribune, while delivering an address at the fourth annual day celebrations of Om Prakash Bansal Modern School, Mandi Gobindgarh recently.

Mr. Jaisingh suggested close interaction with teachers and students who form an important part of society to get a feedback on what can be done for improving the educational system. "We all have to join hands in ensuring the right to quality education and in this regard much voluntary effort is required", he observed, while lauding the role of Om Prakash Bansal Educational Trust in the promotion of education in the area.

Emphasising the need for providing education to the under privileged, Mr. Jaisingh pointed out, "We have to think about the have nots and poor in the society as their children cannot afford good education like those belonging to the privileged class although they are in no way less capable"

Mr. Jaisingh felt that NGOs in Punjab are making good contribution in promoting education for all sections of the society. ■

### *Message of the UN Secretary-General Mr. Kofi Annan on the occasion of Human Rights Day, 10 Dec 2002*

"Few periods in history have brought a greater sense of a seismic shift in the workings of international relations than the present one -- in the interaction between states and between peoples alike. Globalization, the spectre of international terrorism and the increasing recognition of the universality of human rights are all part of this shift. To manage it, we need a vision that can help bring about a new equilibrium. That vision must respect human rights, confront the threat of terrorism, and draw as never before upon the resources and legitimacy of multilateral cooperation. That confronts us with a complex challenge, but one in which we must be guided by one clear principle beyond any other respect for the international rule of law.

One of the most outstanding legacies of the last century was the development of a body of international law -- humanitarian, refugee, criminal and human rights law -- which, taken together, properly understood and effectively implemented, serve to protect the individual from injustice, from arbitrary treatment, and from assaults on fundamental security.

All too often, these laws are not honoured; all too often, domestic laws are subverted to provide a cloak of legitimacy for breaches of fundamental human rights, or infringements on civil liberties.

Yet the strength of the rule of law lies in its universal relevance and application -- in its grounding in the fundamental human rights of all people. It applies equally to the strong and the weak. Its application is the duty of states large and small. It is the most effective tool to fight criminality and terrorism, and the best guarantee of safety, security and freedom for us all.

On this Human Rights Day, I appeal to all Governments, communities and individuals to recommit themselves to the universal application of the rule of law. Let us ensure that we never take this precious legacy for granted. Let us nurture, develop, strengthen and defend it. On this Day, let us rededicate ourselves to that mission."

### **Sarva Shiksha Abhiyan**

SSA is a historic national mission to provide 8 years of quality education to all children in the age group of 6-14 years. Set on a clear time-frame, the programme seeks to bridge gender and social gaps with active participation of the community.

Major goals of the Abhiyan are:

- 2002 All districts in the country to be covered by the programme
- 2003 Bring all children to schools, Education Guarantee Centres, Alternative Schools or Back-to-School camps
- 2007 All children complete five years of education
- 2010 All children complete eight years of quality elementary education and achieve universal retention.

## **Nagarjuna University Programmes**

### Fire Accidents - Prevention, Extinction and Demonstration

The Department of Adult, Continuing Education, Extension work and Field Outreach of Nagarjuna University has conducted an awareness and demonstration programme on "Fire Accidents - Prevention, Extinction and Demonstration" programme in Zilla Parishad High School, Pedakakani Village, Guntur District on 30.10.02.

Dr. M Koteswara Rao, Head of the Department of ACEEFO, Nagarjuna University enlightened the importance and use of fire. He pointed out that civilization started after the invention of fire only. He reiterated the importance of fire to the Development of Society.

Sri G Venkata Narayana, Divisional Fire Officer, Guntur Division was invited as Chief Guest. Sri GV Narayana speaking on the occasion advised all the children and teachers to remember permanently the phone number of fire services as 101.

### Stress Management in Daily Life

The Department and Field Outreach, Social Work, Sociology, Rural Development and Management of Human Resource jointly organized a programme on "Stress Management in Daily Life." Prof. L Venu Gopal Reddy, Vice-Chancellor of Nagarjuna University was the chief guest.

The meeting was presided over by Dr. M Koteswara Rao,

Head of the Department of ACEEFO, Nagarjuna University. Sri TS Rao, Famous Psychologist, Dr. P Krishna Mohan, M.D. Psychiatrist and Dr. K Vijaya Lakshmi, M.B.B.S., D.P.M. Psychiatrist were invited as speakers.

Prof. Venu Gopal Reddy speaking on the occasion expressed that Union Public Service Commission is conducting stress test for the selection of Administrative Services of All India Level Examinations. He pointed out that who are free from stress will shine in their work. He also expressed that the students must be relieved from the stress will shine in their work. He also expressed that the students must be relieved from the stress during the examinations, so that they can fare well in their career.

Sri TS Rao explained the reasons of stress and how to manage stress in lecturing as well as demonstration with slides. He said that one should develop positive thinking self confidence and scientific evaluation and also the techniques of management to control stress. The other speaker Dr. Krishna Mohan explained that there is the possibilities of Gastro entritics, Peptic Ulcers, Damages to respiratory organs due to over stress. He pointed out that Mygrain and Headache also occurs due to over stress. Some times over stress may lead to effect Thyroid glands and psychological disturbances.

Dr. Vijaya Lakshmi, Psychitrist speaking on the occasion that planning is essential to prevent over stress. She said

that one should develop confidence and cultivate spirituality so that over stress may be reduced. She cautioned that time management is essential for preventing and controlling stress. She explained that stress is found in females more than males and many of the suicides are found in females.

### Akshara Deepthi Phase-III Training Programme in Vemuru Village-Vemuru Mandal

Dr. M Koteswara Rao, Head of the Department of Adult Continuing Education Extension work and Field Outreach worked as Resource Person for Motivation and Training to Volunteers and Preraks at Vemuru of Vemuru Mandal on 23 Nov 2002. Smt. Padmavathi, Mandal Development Officer Vemuru Mandal, Sri Chiranjeevi, Mandal Literacy Officer, Vemuru, Ashok, Mandal Literacy Officer, Kolluru were invited as speakers.

Dr. Koteswara Rao speaking on the occasion highlighted the importance of literacy in the world. He commented that development is linked with literacy. He mentioned that China, Japan, Thailand, Malaysia achieved much percentage of literacy which lead to development. The percentage of literacy in India is only 65, but the states like Kerala and Manipur achieved more than 90% of literacy. He suggested that the volunteers and preraks should work, taking the examples of the states like Kerala and Manipur so that 100% literacy in Andhra Pradesh is achieved.

The programme was attended by 150 volunteers and preraks. ■

## To be a Traditional or a Distance Teacher?

I want to act as a good teacher in traditional methods of teaching, but at present I want to be a Distance teacher because:

Some classes are too big, sometimes having more than 350 students, but there is no restriction of number of students in Distance Education.

It is impossible to mark the presence of 350 students in the attendance register and to give instruction within 45 minutes. But no such regular attendance and instruction within 45 minutes is required in Distance Education system. On the contrary, more than 350 students or sometimes in thousands are managed and taught using various innovative multimedia methods and techniques of teaching-learning along with counselling at the study centres with proper guidance to the students by the experts in the concerned area of study.

Different students are present in the class on different days and very few students attend the college on all the teaching days, but Distance Education teacher faces no such situation. On the contrary, students need not attend the class, not only on different days except on some counselling sessions, that too at their convenient study centres.

Large number of students are found inattentive and enter the classroom very late but no such situation happens in Distance Education system. On the contrary, students are free to learn through self-learning material (SLM) as per their pace of learning and the SLM is prepared very interestingly which the learner reads attentively.

Some of the formal students

are found not interested in learning, but interested only in acquiring paper degrees. But students and teachers of Distance Education system need not to face this situation; on the contrary, motivated and needy students who really want to improve their skills are enrolled in Distance Education programmes.

Most of the students come without any book, but there is no need not only of books, but even students, in Distance Education system. On the contrary they are free to carry their self learning text books, CD, Video Cassettes, Audio Cassettes etc. anywhere, wherever they are.

50% of the students, attend coaching centres which has different types of teaching-learning activities and which create different temperaments among the learners, but the Distance Education teacher need not bother about all this. On the contrary, they are attracted and motivated by the self learning material, based and developed, keeping in mind the psychology of the learner.

Some students prefer to attend coaching centres to the classes during college hours. But Distance Education teacher need not worry about this. On the contrary they have to attend counselling sessions of the experts for solving their difficulties, which creates interest and motivation among the learners. Sometimes these coaching centres become study centres of the Open University for various types of courses such as Beauty Parlour Management, Diploma in Computer Hardware Maintenance and Network Technology Program, etc.

Some of the students can't follow what the teachers teach. Those students do not raise their difficulties, as they do not want to expose themselves to other students who they think have understood the matter. But there is no such situation faced by the Distance Education teacher. On the contrary, their alienation from the peer group is removed by organising counselling sessions for different courses at various study centres.

90% teachers take class without preparation whereas Self Learning Material is a self contained portion of a block covering two or three interwoven concepts and developed with great care keeping in view the pedagogical aspects knowledge, skill, attention span and study habits of a Distance learner.

Traditional teachers are accustomed to teach the students, try the blackboard theory whereas the Distance Education teachers use various technological tools such as Internet, Video Conferencing, Interactive Video, etc. This facilitates the Distance Education teacher to instruct and motivate the students in large numbers--where as the traditional teachers restrict only to a few students.

In conventional system the lectures delivered by the teachers might be monotonous and boring, whereas in Distance Education system the Self Learning Material being psychometrically designed and developed motivates and urges the students to learn more and more.

*Sanjay L. Mahajan*

*YCM Open University, Nashik-422 222*

## IT education enters slums of Bangalore

As the silicon valley of India basks in the aftermath of the Bill Gates visit, the IT-fever is not just getting the techies interested. A dedicated group of slum children are also getting into the IT element and their cause is being brandished by Prakruthi, a social organisation based in Bangalore. The NGO is providing slum children free computer education and some of the students from their first batch who passed out in September this year, have already been employed by various companies in Bangalore.

The NGO started a training centre in Lingarajapuram way back in 1998 to provide basic computing classes to the slum children. Their aim was to reduce the digital

divide by imparting computer literacy. With humble beginnings of just one computer and 40 students, Prakruthi has come a long way in four years. Almost 250 children from the nearby slums of Karianapalaya, Saitpalaya, Venkateshpura have received basic computer education so far.

Among the students, Manikantan, 19, who has done his 1st PUC, is a data entry operator at Spice Telecom and Prakash, 18, an accounts assistant. Rozario, 17, also is a data entry operator, and has realised the importance of education. He is currently doing his first year degree course at RBNMS evening college. Leelavathi, 17 is a part-time data entry operator, doing her 2nd PUC and Prakruthi is sponsoring her education. ■

## 90 people die every hour due to tobacco consumption

At least 90 people in the country are dying of cancer every hour due to consumption of tobacco.

Tobacco is more injurious than alcohol and it drags its consumers to the verge of doom, said eminent health scientists at a seminar held in Jaipur recently. Participating in the seminar, Prof. Seba Mohapatra, who is presently serving as director of the state health department, said about 15 million tobacco consumers are currently suffering from fatal lung cancer. She said that if attention is not paid, the rate of people suffering from cancer will touch 30 million by 2010. ■

### REGISTERED NEWSPAPER

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

TO

## 51st All India Adult Education Conference GRI, Gandhigram

### A Brief Report

The 51st All India Adult Education Conference was organised by Indian Adult Education Association in collaboration with Gandhigram Rural Institute (Deemed University) at Gandhigram, Dist. Dindigul (Tamil Nadu) from December 27-29, 2002.

The theme of the Conference was "Utilization of Open Distance Learning Approach in Adult Education: Past Experiences and Future Possibilities".

### Inaugural Session

The inaugural session of the conference was chaired by Dr G Pankajam, Vice-Chancellor, GRI. The chief guest at the inaugural function was Hon'ble Shri Subhash

Maharia, Ministry of State for Rural Development, Govt. of India. Shri KC Choudhary welcomed the guests.

Shri KC Choudhary thanked Hon'ble Shri Subhash Maharia for accepting our invitation and for



Smt Maharia Smt G Pankajam Vice-Chancellor GRI Hon'ble Shri Subhash Maharia Union Minister of State for Rural Development, Shri KC Choudhary, Shri Kannappan and Shri RN Mahlawat during the Conference

coming over to attend the conference. He welcomed him to the delegates. Shri Choudhary also welcomed the Vice-Chancellor, GRI Dr. Pankajam and appreciated her very warm response to the proposal of IAEA to organise the Annual Conference at GRI,

### 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*.

Dindigul. He described the elements of 'Open Distance Learning' approach. He felt that ODL approach is very important in the context of adult education. He said that open learning supported by multimedia approach transmits information and

knowledge to those sections of the society also which had remained outside the purview of the formal educational institutions.

Union Minister of State for Rural Development Shri Subhash Maharia while inaugurating the conference, presented an

elaborate account of all aspects of education and continuing education especially in the context of rural development programmes being launched by the Govt. of India. He said that top priority should be given to education in developing countries like India. He pointed out that after the NLM was started, the literacy rate had improved and that currently it was 65.3 per cent. He referred to the role of NGOs and pleaded for selective approach in sanctioning financial support to NGOs. He narrated many examples from his home State of Rajasthan. He pledged all support to the IAEA in their nation building activities.

Dr. G Pankajam, Vice-Chancellor, GRI in her presidential address pointed out that just reading and writing does not account for literacy and that

is why the university is very keen on developing human resources.

Shri RN Mahlawat, General Secretary, proposed a vote of thanks and Shri Kanniappan, Registrar, GRI felicitated the guests.

#### Introductory Session

The Introductory Session was chaired by Shri VS Mathur, former President, IAEA. The key-note address was delivered by Prof. NK Ambasht, Chairman, National

Institute of Open Schooling, New Delhi.

In his key-note address Prof. Ambasht defined adult education in a broader perspective. He emphasised that one must distinguish between the terms adult education and adult literacy. He said that concept of adult education is linked with the concept of continuing education and life long education. He felt that with reference to the wider perspective of adult education significance of distance education



*A section of participants during the Conference*

automatically becomes imperative. Extension material and activities of agriculture, health, rural development, cottage industries, education etc. are part of adult education. In the development of these activities, various media have been used with varied degree of success. He indicated that life needs of the adults is the most attractive field for adult literacy material. Good parenting, vocation related life skills, meeting the emerging challenges posed by the

developing world are some of the life skills which need our immediate attention. For this, material has to be developed in self learning mode. He felt that open distance learning methodologies are the basic need for the material development. He informed the delegates that the National Institute of Open Schooling has concentrated on standard setting for adult education programme. The examination papers, blue prints with broad competencies and with exemplar papers are supplied by NIOS to the ZSSs for conducting the examination and the joint certification which are part of equivalency programme. The NIOS is also making progress in the direction of laying foundation of the habit of self study. He indicated that

NIOS was working on a programme called Rural Community Workshop on an experimental basis. The artisans are assisted in expanding their workshop and more educated youths are allowed as apprentices with them. Dr. Arun Mishra proposed a vote of thanks.

The session was followed by general discussion on the key-note address. Dr. KS Pillai, Dr. SY Shah, Shri AH Khan, Dr. Madan Singh, Smt. Indira Priyadarshani

and Shri Narayanan etc. took part in the discussion.

There was an agreement on the conceptual clarification that adult literacy was only a part of adult education. Adult Education includes Adult Continuing Education and aims of Life long Education for all adults whether illiterate, semi-literate, neo-illiterate, or educated who all need continuous upgradation of their knowledge and skills. As such all non-formal, continuing, life-long education can be termed as adult education. It can be for the betterment of life.

It was also agreed that Open Distance Learning (ODL) has a major role to play. Though this is not tapped fully yet, from henceforth maximum utilisation of ODL has to be made especially in equipping volunteers, preraks, functionaries etc.

Material preparation, production and distribution are areas of major concern. As far as possible, local needs, conditions and aspirations have to be ascertained and catered to. Local dialect may be preferred. Also District/Block specific materials are preferred in place of national/state level materials. These have to be made attractive so that the community find it interesting and useful to read these.

### Plenary Session I

The theme was Past experiences in Radio/TV/Film used in adult, continuing education programmes.

Dr. KS Pillai chaired the session.

In his introductory remarks he referred to the concept of learning society as envisaged in the International Conference on Education's report 'Learning to Be', Acharya Ramamurthi Committee



*Hon'ble Shri Subhash Maharia, Union Minister of State for Rural Development, during the 51st All India Adult Education Conference*

report, Towards an enlightened and human society and the Delors' Committee report 'Learning from Within'.

Shri R. Ramesh Kumar, Collector, Etawah and Shri Durlabh Chetia, Secretary, ZSS, Dibrugarh also expressed their experiences and reviews.

### Plenary Session II

The session was chaired by Prof. SY Shah, Vice-President, IAEA and Head, Group of Adult

Education, JNU. The theme was "Future possibilities of use of ODL in the training of functionaries, especially preraks, use of ODL in the implementation of continuing education programmes especially in offering skill training to neo-literates".

Dr. SY Shah while introducing the theme of the session, elaborated vast possibility of the use of ODL approach in training of functionaries and in imparting skill to neo literates. He informed that the modern information

technology offered the use of latest techniques like conferencing, E-mail and felt that the open learning system can be used to provide information, knowledge and skills to the neo-literates. Prof. BB Mohanty presented a

paper on 'Distance Education Approach for Adult Education Retrospect and Prospect'. He defined Distance Education and indicated that the key elements of the wider system of Distance Education structure are printed material, audio-visual aids, radio and television, computer aided learning and study groups. He said that discussion and dialogue, the prime learning modes, are the pillars on which adult and continuing education rests. He used his experience of working as

consultant in Indonesia to explain how the ODL approach can be used in the field of Adult Education and Literacy. He felt that the National Institute of Open Learning in India was the biggest open learning system in the world catering to over 7 lakh students. Dr. MC Redappa Reddy of SV University, Tirupati presented his paper on 'Use of Open Distance Learning System in Adult/ Continuing Education'. He said that the open distance education holds much promise, particularly for independent adult neo literates and educated community who need flexible access to education and training that they can use at home or work. The presentations followed by lively discussions.

Dr. SS Rawat of Garhwal University presented a paper written by Dr. Arun Mishra and Dr. SS Rawat on "Continuing Education through Distance Learning System in Uttranchal". Dr. Y Bhaskaracharyulu of Andhra University also presented his paper on "The Role of Andhra University on Promoting Adult & Continuing Education-Actual Appraisal".

Dr. SY Shah while agreeing with the suggestions made on the possible use of ODL approach in training and skill development areas of continuing education, felt that vast resources will be needed to use ODL approach.

#### Plenary Session III

The third plenary session was presided by Dr. Madan Singh, Vice-President, IAEA and Director, Kalakunj, SRC, Literacy House, Lucknow. The theme was "Role of distance and open education -

open schools, open universities and institutions of distance education in adult continuing education and extension.

He said that no system can achieve the vast target of education. ODL is one of the important approaches to be used. He indicated that ODL approach can successfully be used for training of functionaries including preraks and for imparting skill training to new literates. He informed the delegates that State Resource Centres have done some work in this direction. He invited the delegates to suggest as to how to make the use of ODL effective in adult continuing education.

On 29th morning seven concurrent workshops were organised:

1. Continuing Education and Resource Mobilisation - Shri V Reghu
2. Community Participation and Mobilisation - Shri VS Mathur
3. Women Empowerment and Gender Issues - A Suriakanthi
4. Role of Jan Shikshan Sansthan - Dr. Ram Krishna
5. Challenges of Education for All in Workers Education - Shri KC Shetty
6. Role of SRCs in Promoting Female Education - Dr. Madan Singh
7. Education for Meeting Goals of Education - Shri AH Khan

#### Valedictory Session

Dr. G Pankajam, Vice-Chancellor, GRI, was the chief guest. The session was chaired

by Shri KC Choudhary, President, IAEA. Shri RN Mahlawat, General Secretary, IAEA welcomed the guests and delegates.

Prof. BB Mohanty presented Gandhigram Declaration and Shri Prem Chand presented the recommendations of the conference.

Dr. Pankajam elaborated the role of GRI in promoting adult education and value education. She praised the collaboration of IAEA in organising the seminar at Gandhigram. She was happy with the outcome of the conference and assured of continued sharing of GRI's resources for the cause of development of adult education in the country. Shri KC Choudhary dwelt at length how IAEA has been playing the role of a national organisation in the field of adult education since 1939. He appreciated the untiring efforts made by Dr. G Pankajam and her colleagues in GRI who spared no pains in making the conference successful. Each and every one in GRI deserves our appreciation. He assured Dr. Pankajam that this partnership of IAEA and GRI will continue to reach our goals.

Dr. A Suryakanthi, Director, Department of Adult and Continuing Education, GRI proposed a vote of thanks. ■

#### **Dr. SY Shah New Treasurer of IAEA**

Dr. SY Shah, Vice-President of the Indian Adult Education Association is being elected as new Treasurer of the Association in place of Shri RN Mahlawat after his election to the post of General Secretary of the Association.

## Zakir Husain Memorial Lecture 2002

The former Vice-Chancellor of the Indira Gandhi National Open University, Prof. VC Kulandaiswamy, has urged the Centre to constitute a national commission to analyse various aspects for development of distance education.

Delivering the Dr. Zakir Husain Memorial Lecture 2002 at the 51st All India Adult Education Conference organised by the Indian Adult Education Association and Gandhigram Rural Institute at Gandhigram said the commission should also survey the present status, trends of development in India and at the global level, assess demands at the national level, study scope for international participation and prepare a report outlining the national policy and programmes for distance education for the next decade.

Enormous efforts were needed on the part of distance educators and policy makers to ensure quality and build public confidence in distance education. In the last 100 years, education

had not seen any significant increase in productivity.

The all-pervasive communication technology had not entered the classroom.

"The entry of technology into the world of instruction, entry of communication revolution into the classroom and the resulting transformation of craft into technology have brought about the third stage in the evolution of education which we identify as distance education."

Talking to mediapersons at the conference, the Union Minister of State for Rural Development, Subhash Maharia, said Tamil Nadu and Goa were the first to achieve cent per cent in data entry.

Tamil Nadu was also the only State which utilised 79 per cent of allocated Central funds for strengthening revenue administration and updating land records.

Prof. BB Mohanty, former Vice-President, IAEA, presided over and Dr. L Raja, Vice-President proposed a vote of thanks. ■

### It's constitutional, education a fundamental right

A fundamental right to education has been written in to the Constitution, it was announced on Monday. It is intended to benefit India's 190 million 6-14 years olds, especially some 35 million currently not attending school.

President APJ Abdul Kalam gave his assent to the Constitutional (93rd Amendment) Bill, 2002 now notified in the gazette as the Constitution (86th Amendment) Act, 2002, it was officially stated.

The law makes education for 6-14 years olds a Fundamental Right within the meaning of Chapter III of the Constitution, an official statement said.

It said Article 21 providing for Fundamental Right to Life and Personal Liberty stood amended to make education up to high school a Fundamental Right for all citizens of India.

### IAEA Maharashtra Branch Closed

The Maharashtra Branch of the Indian Adult Education Association is being closed.

There is no office-bearer of the Branch as such.

Henceforth, all the communication may be made with Headquarters only.

The amendment will be enforced from a date to be notified by the Department of Education in the Ministry of Human Resource Development, it said.

State Governments and Union Territory Administrations will thereafter make arrangements for compulsory education for children across India to herald the nation's march to cent percent literacy.

Laws are also on the envil to operationalise the new fundamental right. Human Resource Development Minister Murli Manohar Joshi told a day after the Lok Sabha adopted the Bill late last month.

Stressing that educational empowerment was the way to economic empowerment, Dr. Joshi called the measure the "dawn of the second revolution in the Chapter of Citizens rights."

Asked if the Government intended to punish economically weak parents unable to send children to schools, Dr. Joshi said the emphasis would be to "encourage" and "prompt" parents to bring children to schools. ■

## **Pact with UNICEF to reduce infant, maternal mortality**

India was entered into a programme of cooperation worth \$400 million with the UNICEF for five years to reduce infant and maternal mortality, address the problem of malnutrition among children and protect children and adolescents from HIV/AIDS.

The agreement was signed here by the Secretary to the Department of Women and Child Development, R.V.V. Ayyar, and the UNICEF Country Representative, Maria Calvis. According to the Union Minister for Human Resource Development (HRD) Murlu Manohar Joshi, the outlay is the largest doled out by the UNICEF to any country, and the partnership among the longest in the history of the United Nations.

Between 1999 and 2002, the allocation for the Government of India - UNICEF Programme of Cooperation was \$300 million. As far as the UNICEF is concerned, India -- being home to 380 million children -- holds the key to achieving a quantum leap for children globally, and the programme of cooperation is aimed at the progressive realisation of the rights of children and women.

Dr. Joshi said at a press conference that the Cabinet accepted his Ministry's proposal to nearly double the honorarium paid to "anganwadi" workers and helpers. The "anganwadi" workers would be paid Rs.1,063 and the helpers Rs.500 a month. These rates were last revised in May 1997 since when "anganwadi" workers were paid Rs.568 and helpers Rs.260 a month. The new

rates will be applicable with retrospective effect from April 1, 2002.

The increase would infuse dynamism into the Integrated Child Development Scheme -- billed as the world's largest community-based child development programme -- covering over 5,652 blocks of the country. The honorarium given by the Centre will be in addition to that offered by States.

The number of beneficiaries receiving supplementary nutrition at the "anganwadis", the Minister said, had increased from 2.9 crores in March 2001 to 3.94 crores in September 2002 -- an increase of about 36 per cent. Similarly, the number of beneficiaries per "anganwadi" centre has also increased from 70 in March 2001 to 84 in September 2002; a 20 per cent increase.

Also, the Government had decided to give maternity leave of 135 days in a year to "anganwadi" workers and helpers. A reward scheme has been introduced at the Central and State levels with a cash award of Rs.25,000 each.

To breathe new life into the ICDS Programme and to optimise the coverage of beneficiaries, the Centre has allowed States to relocate sanctioned anganwadis.

## **National Plan of Action for EFA**

A National Consultative Meet on preparation of a National Plan of Action for achieving the goals of Education for All (EFA) was organised by the Department of Elementary Education and Literacy, Ministry of HRD in the National Institute of Educational Planning and Administration (NIEPA) on 23rd December, 2002.

The meet was inaugurated by Shri SC Tripathi, IAS, Secretary for Elementary Education and Literacy, Govt. of India. Shri BP Khandelwal, Director, NIEPA welcomed the participants. Shri Sumit Bose, Joint Secretary in the Department, Shri Jagan Mathews, IAS, Director-General, NLM and Prof. CJ Daswani expressed their views.

Dr. R Govinda of NIEPA briefed the focal points of POA.

More than 40 participants from prominent NGOs of the country participated in the event. Representatives of Tata Institute of Social Science, NIPCCD, IAEA, Ramakrishna Mission etc. participated in the event and gave their suggestions to formulate a National Plan of Action. ■

### **IAEA GUEST HOUSE CLOSED**

The Guest House of the Indian Adult Education Association will remain closed from 1.2.2003 due to repairs etc.

Inconvenience to the visitors is regretted.

The date of opening will be declared.

**General Secretary  
I.A.E.A.**

## Children want 'social rights' : UNICEF report

What do you think children and the adolescents like most? Chocolates, toys, Cartoon Network, MTV or trendy clothes? If yes, then you may be wrong. According to the UNICEF's 'The State of the World's Children 2003' Report which was released globally recently including in India, what the children in the 9 to 18 age group want is right to health care, education, healthy environment and an end to poverty, exploitation and war.

The Report says that with poverty a major factor, 150 million children in developing countries are underweight which increases the risk of death and inhibits mental and physical development.

The Report states that under five mortality rate (U5MR) -- probability of dying between birth and exactly five years of age expressed per 1000 live births -- the world over is 82, with Sub-Saharan African countries having 173 (the highest among all the regions) and least developed countries (LDCs) 157. In developing countries the probability is 89 whereas in South Asia it is 98. In comparison to these it is as low as 7 in the industrial countries like U.K., U.S., Canada, Germany.

Countrywise, Sierra Leone ranks first among the 193 countries of which the UN agency has provided data. This Sub-Saharan country has an U5MR of 316 while Sweden ranks lowest. The lower the rank, the better is the situation of children. India stands at 54th rank with a rate of 93

UNICEF in the Report has chosen U5MR as the "single most important indicator of the state of a nation's children. "It measure an end result of the development process rather than an 'input' such as per capita calorie availability, or the number of doctors per thousand population -- all of which are means to an end", besides income and the food availability in the family, the availability of clean drinking water and adequate sanitation.

According to the Report, in LDCs 18 per cent of infants are born with low birthweight i.e. less than 2500 gms. Contrary to the popular perception, the Sub-Saharan infants are in a better position (12 per cent) than their peers in South Asia. The latter region has the highest number (26 per cent) of infants with low birthweight. Globally, 14 per cent of the infants are born with low birthweight.

The Report states that while in industrialised countries, 100 per cent of the population uses improved drinking water sources and adequate sanitation facilities, in Sub-Saharan countries it is 57 and 53 per cent in respect of the two facilities. South Asian region has good percentage (85) of population using improved drinking water sources but it has a poor record (just 34 per cent) for adequate sanitation facilities with India having only 28 per cent.

The world over, according to the Report, about 23 per cent of the children are unable to reach upto the fifth standard in schools. In South Asian countries, only 59

per cent of the primary school entrants reach upto grade fifth. In terms of education, even Sub-Saharan countries (61) and LDCs (62) have done better than South Asian region.

The Report says that its "theme is true to the spirit of the United Nations Special Session on Children" held in May this year. In a statement made at the Special Session, 400 children from 150 countries had told world leaders that they want "an end to poverty, exploitation and war."

Since 1990, according to the Report, over two million children have been killed and six million seriously injured in armed conflicts globally.

"Some 180 million children aged 5-17 are believed to be engaged in the worst form of child labour -- one child in every eight worldwide," states the Report. This despite the fact that legally binding, ILO Convention No.182 protects children from abuse and exploitation. Worse, every year 1.2 million children are trafficked, according to the Report.

The goal of UNICEF with this Report is "to draw public attention to the importance, reason, value and feasibility of the young people's active participation in family, school, community and national life," and to "encourage states, civil society organisation and the private sector to promote children's active involvement in decisions that affect them their lives." It also wants to "spark action" that includes children and young people. ■

## Education for all

INDIA EDUCATION REPORT--A Profile of Basic Education: R. Govinda -- Editor, National Institute of Educational Planning and Administration (NIEPA), Oxford University Press, YMCA Library Building, Jai Singh Road, New Delhi-110001. Rs.300.

Promoting the cause of basic education has always been a daunting task to the developing nations. The Jomtien Conference in 1990 set in motion intense activity in this area at both global and national levels and education came to be accepted as a basic human right.

The Education For All (EFA) Conference, convened in Dakar in 2000, made a thorough analysis of the progress of the work during 1990s and a concept of life-long learning for all, transcending

frontiers of geography, age, class, creed and nationality emerged.

As Sir John Daniel, Assistant Director-General, UNESCO, points out in his foreword, "The EFA is an intellectual challenge as well as a political and administrative ambition." India, a country of paradoxes, must now content with the task. The overview on providing education for all in India by the author gives a comprehensive picture of the situation.

The papers presented here (mainly as India's contribution to the Dakar conference) are grouped under interesting rubrics: meeting basic learning needs; expanding the outreach; building partnerships; putting community in charge for universalising elementary education; meeting quality concerns in elementary education; education for empowering the adult; mobilising resources for

education; learning from experience; and recounting success stories.

Without exception, all of them give an insightful picture (and that too in an engaging fashion) of the efforts made by the Union and State Governments in the country towards reaching the EFA.

A noteworthy feature here is that all box items (43 in all) make interesting reading and they give a clue to the several prejudices existing in the Indian society among sections of people. The statistical input is very good and the tables reveal a whole lot of things about the way in which educational endeavour in the country is progressing.

The NIEPA has made a valuable contribution by the publication of this volume. This book will be of great help to the experts in the field and to the public at large. ■

REGISTERED NEWSPAPER

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

TO

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## 51st All India Adult Education Conference Gandhigram (TN)

### Recommendations

202 delegates from different parts of the country participated in the 51st All India Adult Education Conference organised by IAEA, New Delhi in collaboration with Gandhigram Rural Institute (GRI), Tamil Nadu at Gandhigram from December 27-29, 2002. The theme of the conference was "Utilisation of Open Distance Learning Approach in Adult Education: Past Experiences and Future Possibilities". The key note address was delivered by Prof. NK Ambasht, Chairman, National Institute of Open Schooling. The Zakir Hussain Memorial Lecture on the subject was delivered by Prof. Kulandai Swami, former Vice Chancellor of Indira Gandhi National Open University. During the course of three days conference several papers were presented in 3 plenary sessions. Besides six concurrent workshops on special themes were organized. The following suggestions/recommendations emerged out of the deliberations of the Conference and they were discussed and adopted.

1. The term Adult Education should be viewed in a broad perspective covering adult literacy, Community Education and Continuing Education, Life Long Education of all adults whether illiterate, semi literate, literate or educated.

2. India is one of the developing countries of the world. The development process needs to be accelerated to achieve the status of a developed country. Presently even in terms of literacy, India is lagging behind. The world Education Forum which met in Dakar in April, 2000 expressed that they were dismayed that even or decade after Jomtien, adult women and men in underprivileged groups- rural and urban poor and migrants were still struggling for opportunities, access, equity in education. There is a dearth of resources for literacy, adult basic education and life long learning. Adult literacy programmes in India have covered 587 out of 600 districts in the country. Still there are around 300 million illiterates in the country. 187 districts have entered the Continuing Education stage. There is need to improve

the functioning of Continuing Education programme in these districts and to cover the remaining districts under the continuing education programme as quickly as possible.

3. For improving and accelerating the implementation of continuing adult education programme in the country, it is essential to use the modern approaches and technological inputs. Technology has revolutionised the communication system. It is essential to improve the traditional face to face method of imparting instruction. The system can be enriched with the support of different kinds of media such as use of films, cassette players, and other audio, video systems and new Information and Communication Technologies.

4. The conference also realised that the traditional approach is inadequate to meet the growing needs of the adult continuing education programme. On the basis of a review of the utilization of open distance learning approach in advanced countries of the world and in India by the open universities, open schooling systems and other educational/research institutions, the conference feels that the Open

Distance Learning (ODL) approach also needs to be utilized extensively in adult continuing education in India.

5. The ODL approach has been used successfully in many areas of the country to create favourable environment for motivating the target group and the community to participate in literacy programmes. Radio, TV, Newspapers, Films, Audio-Video cassettes and the traditional media in the form of dance, drama, kalajatha carried the messages of literacy and education. People's participation was considered extremely crucial for improving governance and implementation of the programme. The conference feels that the ODL approach can be utilized more effectively in environment building, advocacy, conscientisation and in seeking mass support and participation of the community in adult continuing education.

6. The conference reviewed the experiences of using the ODL approach in training of functionaries. So far, there is only a limited experience in using this approach in the case of training of adult education functionaries. But this approach is now being widely used in training of personnel by commercial and financial institution. The approach has been found to be more productive and the transmission loss in training the lower level functionaries through middle level functionaries, which has been the main problem of our training system, can be minimized through the ODL approach. Television and more recently the computer and internet system has been used very effectively in imparting training

to the personnel. The conference therefore recommends use of ODL approach also in training the functionaries of adult continuing education including the preraks at the lowest level.

7. For the use of ODL approach in adult continuing education programme, there will be a need for equipment and other resources. Radio, TV, Computer and other means of communication will need to be provided. The conference reviewed the possibility of using the available resources at different levels. It recommends that the adult continuing education programme should coordinate and collaborate with open universities, National Institute of Open Learning and other educational institutions using ODL approach.

8. The conference emphatically suggests a very effective monitoring system to ensure timely feed back action on the difficulties and problems encountered in the use of ODL approach.

9. The conference also recommends Action Research to be conducted in the area of use of ODL approach in adult continuing education programmes in India.

10. The conference recommends that a national commission on Distance Education should be set up to survey the present status, trends of development in India vis a vis the global level, assess the demands at the national level and study the scope of international participation for the development of Open Distance Learning in India. ■

### **Seminar on Role of Universities in Community Development**

The Andhra Pradesh Branch of Indian Adult Education Association is organising a Seminar on Role of Universities in Community Development on Feb 26, 2003 at Sri Venkateswara University, Tirupati. The objectives of the Seminar are:

1. To share the experiences of various University Departments in Community Service
2. To explore the possibilities of University Government/ Industry Coordination
3. To discuss what exactly each Department can do for Community Development

### **Distance Education Programme (DEP) at IIT, Bombay**

The goal of DEP at the Kanwal Rakhi School of Information Technology at IIT, Bombay KReSIT is to offer courses to a large number of participants across the country. Each course is offered through live video broadcast lectures through satellite transmission to a number of registered Remote Centres (RCs). Each RC projects the lecture on a screen, in a classroom for up to 50 participants guided by a local supervisor. Participants have the opportunity to ask questions during the lecture, which can be immediately answered by the distant instructor, as in a real classroom.

DEP simulates an interactive classroom environment to impart high quality education in an effective manner to a wider audience at IITB as well as outside.

## Educating rural people

Some figures speak for themselves. Like the 1.2 billion poor people in the world. More than two-thirds of them live in rural areas, often with little access to basic services such as education, healthcare and communications because they are isolated.

To try to break this vicious circle, UNESCO and the UN Food and Agriculture Organization (FAO) have joined forces. At the World Summit on Sustainable Development in Johannesburg, they launched flagship programme as part of the Education for All movement.

Their aim is to narrow the gap between town and country, and give rural people more access to basic education and better quality schooling. Governments, other international organizations and NGOs are invited to join this partnership.

At national level, countries will draw up action plans - with technical help from the partners - to boost basic education in rural areas. Internationally, the focus will be on lobbying and recruiting new partners, and encouraging the exchange of experiences and knowledge about educating rural people. ■

## Novel Methods of Teaching Adult Learners

Adults cannot be taught anything. We can only help them to learn. It is assumed that adult learners have a higher level of understanding richer experience and greater vocabulary when compared to children. These are to be used in the best advantage for building the skills in reading, writing and arithmetic through

initiating self education and independent learning by the adult learners with the help of the teacher. Rote learning which entails a heavy load on memory is reduced to the minimum by substituting mechanical repetition with an understanding of the principles underlying correct reading and writing which are to be explained to the adult learners by the teacher which, it is assumed will facilitate the learning of correct reading and writing.

### The Traditional Method

The main method used in schools and adult literacy classes. They begin by selecting the most common letters those which can be easily written or which can be grouped on the basis of similarity of shapes. Then the adults combine the letters already taught sometimes even making meaningless words by such combinations. Apart from this, they also use an improved traditional methods. The picture of an object is shown to the student and they are asked to pronounce the name of the object. Then their attention is drawn towards the sounds in the word, they have pronounced and then the letters representing these sounds are shown to them separately at first and then continued to make the word which is printed below the picture of the object. ■

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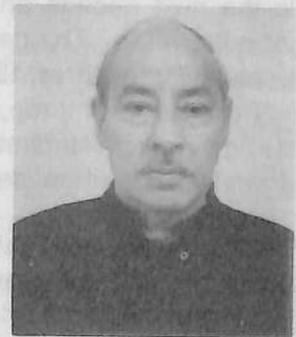
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## Virendra Tripathi Passes Away

Shri Virendra Tripathi a veteran adult educator and a committed development worker expired on 30th Jan 2003. Shri Tripathi was a widely known friend for his extensive contributions to the field of adult education and community development



*Shri Virendra Tripathi*

He held meritorious record of service while working with Social Education Organizers Training Institute of Vidya Bhawan, Udaipur, Literacy House, Lucknow, Programme Officer, Indian Adult Education Association, and as UNESCO Consultant in Malawi (Africa). Besides, Shri Tripathi had made substantive contribution in developing a vast array of projects programmes, and pilot experiments sponsored by international organizations, governments, and national and grassroots level voluntary agencies in the country.

Shri Virendra Tripathi was a Life Member of the Indian Adult Education Association.

## Education for All

Human Resource Development Minister Dr. Murli Manohar Joshi told in a ministerial meeting at Abuja, Nigeria, that India expected to reach an adult literacy rate of 79 per cent by 2010, while the target for the same had been set for 2015 by the Dakar Declaration.

He mentioned that adult literacy rate had grown by six per cent during 1971-81 to eight per cent in the next decade and 12 per cent in the 1990s. This decade would see the growth at 18 per cent. For the first time, the absolute figure of non-literates had gone down by 31.9 million, despite an increasing population.

The *Sarva Shiksha Abhiyan* (education for all) programme launched last year had set a target of 200 million children in the age group of six to 14 years, Dr. Joshi said.

The meeting was convened by the director-general, UNESCO, to review the progress of the EFA scheme.

Dr. Joshi further said that the government had been able to build on the national consensus to carry forward the EFA agenda. Emphasising the need for international funding of the ambitious and long-term project across the developing world, Dr. Joshi said that it was equally essential that the implementation of the plan was done as per the local needs and conditions.

The *Sarva Shiksha Abhiyan*, the all-encompassing \$20 billion programme, is going to be the fulcrum for achieving the ambitious target. What makes this programme promising, Dr. Joshi said, was that unlike the earlier

programmes, it focused on community participation in all aspects--planning, implementation and monitoring. ■

## Need to strengthen education system: Sheila

The Delhi Chief Minister, Sheila Dikshit, emphasised the urgent need to strengthen the education system of the State. "The Bhagidari-based scheme of Vidyarthi Kalyan Samitis will be strictly enforced so that schools can overcome all obstacles and achieve the target of 100 per cent results," she added.

Ms. Dikshit said improvement of education system was imperative for shaping and moulding future generations. "The State Government is also committed to complete the task of computerisation in all Government schools by this year," she declared.

Ms Dikshit further said her Government's efforts in successfully implementing a sustainable environment policy had made ambient air quality much better with reduced pollution levels. "This is the best gift to the future generations."

Giving full credit to children of the capital for making campaigns like greening of city through eco-clubs, "Say no to plastic bags," and "Say no to crackers" successful, she appealed to all citizens to take up the task of cleaning the city and setting an example not only for the nation but for the entire world. ■

## IGNOU VC elected SACODiL Chairman

Prof. HP Dikshit, Vice-Chancellor, Indira Gandhi National

Open University (IGNOU) has been elected as the first Chairperson of the Board of Governors of SAARC Consortium of Open and Distance Learning (SACODiL) for a period of three years in the second meeting of the Vice Chancellors of Open University and heads of Distance Education Institutions in the SAARC Region.

This new structure shall function under the umbrella of SAARC, and shall be made operational from 2003. The Secretariat of SACODiL shall, initially, be located at IGNOU campus.

The meeting of the Vice Chancellors also recommended that the 'Mutual Recognition of Education Degrees in the Region' may initially be started with open universities in the region with possibilities for credit transfer/credit exemption. IGNOU will submit a paper to the SAARC Secretariat outlining the modalities to accord recognition of degrees and credit transfers. ■

### 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.

## 250 million children at work

When his father became an alcoholic, fell into debt and was in no position to work, 11-year-old Veeramallu Kesaboina Biksham from India had to leave school to become a bonded labourer.

Veeramallu is not an isolated case. Today there are more than 250 million working children aged 5 to 17 in the world, according to the International Labour Organization (ILO). This means that one out of every six children is working instead of going to school, with nearly three-quarters (180 million) exposed to work that is dangerous not only to their health, but also to their personal development. Alarming, the phenomenon is growing. In India, for example, the number of child labourers is increasing by 12 per cent a year, according to the Centre for Communication and Development.

"Governments are shying away from tackling child labour because it's a very complex political and socio-economic issue," says Abhimanyu Singh, Lead Manager of UNESCO's Dakar Follow-up Unit. "But the bottom line is that all children have a right to education. So if we want to achieve Education for All, the issue of child labour must be taken more squarely into account," he says.

All regions are not equally touched by the problem. The majority of working children live

in the Asia-Pacific region (60 per cent of the world total or 127 million under age 14).

Sub-Saharan Africa has about 48 million working children and Latin America and the Caribbean about 17 million. Some 2.5 million working children live in developed countries.

What are the reasons for this deplorable situation? Alphonse Tay of UNESCO's Section for Combatting Exclusion through Education points to the lack of resources and political will to fight child labour. "We are only dealing with the symptom without tackling the root causes of the phenomenon that have to do with societal dysfunction," he comments.

Governments are under pressure to abolish child labour and get the children into formal schooling. One example is the ILO's International Programme on the Elimination of Child Labour, involving more than 50 countries working towards the gradual elimination of child labour.

Governments, NGOs and development partners are also coming up with education alternatives for working children, such as night schools. In Rajasthan, India, for instance, over 15,000 working children have passed through the night school at the Barefoot College. But is a child who has worked hard the whole day fit to learn?

## Human Development: Some Facts and Figures

- In the year 2000, adult literacy rate (% age 15 and above) in India was 45.2% whereas in Pakistan it was 31.4% and in Nepal it was as low as 26.5%.
- The percentage of population using adequate sanitation facilities in the year 2000 in India was 31% as compared to Nepal where it was 27%.
- In India, the percentage of population using improved water sources in 2000 was 88% as compared to Bhutan where it was only 69%.
- In India the percentage of population with access to essential drugs in 1999 was 49% which equalled that of Nepal's which was also 49%.
- Among the leading global health crises and challenges during 1997-99, 23% of the total population were undernourished in India as compared to Bangladesh where it was as high as 33%.
- During 1995-2000, 26% of infants in India recorded low birth weight as compared to Bangladesh where it was 30%.
- During 1995-2000, life expectancy at birth (in Years) in India was 50.3, whereas in Pakistan it was 49.0 and in Bhutan it was 43.2.
- Between 1985 and 1999, maternal mortality ratio reported (per 100,000 live births) in India was 540 whereas in Bhutan it was as low as 380.

Source: Human Development Report 2002  
Oxford University Press,  
YMCA Library Building  
Jai Singh Road, New Delhi-110001

## 42nd International Conference of the World Education Fellowship -- Jan 4-9, 2004

The World Education Fellowship, Indian Section, in collaboration with Gujarat Research Society and co-sponsored by SNTD Women's University is hosting the 42nd International Conference of the World Education Fellowship in Mumbai, India from January 4-9, 2004.

The theme of the conference is "Lifelong Learning : Learning to Live and Living to Learn in the Ever Changing Global Environment". The theme is of great concern to all of us for the promotion of Lifelong Learning, a key to the 21st Century.

The World Education Fellowship established in 1921 with International headquarters in London, and having sections in more than 25 countries world over, enjoys the status of a UNESCO - Non-governmental organization. It is open to educators, members of associated professions, and to all members of the public who have a common interest in education at all levels. The fellowship meets biennially in International Conferences.

The Indian Section of World Education Fellowship founded in 1959 has played a significant role in providing innovative programmes in education for more than forty years. The Indian section has hosted three International Conferences of World Education Fellowship in 1959-60 in New Delhi, in 1974-75 and 1986-87 in Mumbai. Late Dr. Madhuri

Shah, former Chairperson of the University Grants Commission, was the International President of the World Education Fellowship International from 1972-1989.

Eminent experts in this field have been invited to participate in the Conference and guide the deliberations.

For further details please contact Mrs. Kallolini Hazarat, Chairperson, WEF, Indian Section, Ramkrishna Mission Marg, Khar (W), Mumbai - 400 052. ■

## NSUI launches literacy drive to attract votes

The National Students' Union of India, the youth wing of the Congress, is starting a new literacy programme with the slogan 'Every Indian, Educated Indian'. Student leaders said the programme will be used to spread literacy and thus stop "communal forces" from coming to power by making people vote against such forces. ■

### IAEA NEWSLETTER

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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 : 10.2.2003

Sd/-  
K.C. Choudhary  
Signature of Publisher

## Reproductive Rights - A right for all

The United Nations Population Fund (UNFPA) is relentlessly working to ensure that every human being has the right to reproductive self-determination, not only in India but also in other latitudes. As the Cairo and Beijing Conferences have pointed out, people should have their right to choose voluntarily whether or not to marry and to found a family. This right affirms that the practice of marriage should include the full, free and informed consent of both individuals concerned and also the right to decide, freely and responsibly, on the number and spacing of their children. This endorses the right to decide whether or when to have children and access to the means to exercise the right.

For realizing reproductive rights gender equality is a necessary precondition. The lack of power and the poor status of women in many societies have led to the loss of their reproductive rights. Very often women have little or no say in decisions such as when or whether to marry, about the number and spacing of their children or the use of contraception and other reproductive technologies.

All persons regardless of age, sex, marital status, sexual orientation, religion and economic and social status may exercise reproductive rights. The lack of any age restriction on this right has led to the adoption of the lifecycle approach to reproductive rights. This approach looks beyond medical causes of ill-health and looks at the discriminatory practices that actually cause health problems for women. Very often it is the ill-fed, malnourished girl who becomes a sick, overworked, self-denying mother. In India about 40 to 50%

of girls in the country are married off before 18, the legal age for marriage. Early marriage and child bearing deprives girls of their youth, forcing them into a role for which they are not biologically nor psychologically prepared.

Every human being has the right to health facilities that help them plan a family and sustain their sexual and reproductive well-being. That includes access to safe and affordable methods of family planning, safe motherhood, pre and neo natal care, infant care, screening and managing gynecological problems, sexually transmitted diseases and HIV/AIDS prevention.

However, in India about one lakh women die each year during childbirth. A staggering 21% of young adult pregnancies in India are unwanted. Many of these end tragically with severe physiological repercussions, even death, due to self induced and unsafe procedures. The incidence of sexually transmitted diseases and HIV/AIDS reflects an inability to negotiate safe sex. For the HIV infected, especially women, the epidemic of stigma, discrimination and blame is more challenging.

The Reproductive Rights approach recognizes the deep-seated roots of patriarchy and gender inequality. Women's enjoyment and exercise of reproductive rights and fundamental freedoms will become universal when women everywhere are allowed to make their own decisions on fertility and sexuality, through information, services and new reproductive health policies. Family planning services should address all aspects of women's reproductive health, like pregnancy care, sexuality, reproductive tract infections (RTIs), sexually

transmitted infections (STIs), gender-based violence etc.

Unfortunately, women are relatively powerless and often subjected to violence, including rape, sexual harassment, incest, female foeticide and commercial sexual exploitation. Many incidents of violence against women and girls, in particular, go unreported due to stigma and a gender biased criminal justice system.

Reproductive rights imply the equality of sexes in terms of reproductive freedom as well as reproductive responsibility. However, family planning programmes have traditionally focused on women to control their fertility, treat fertility problems and their unmet reproductive needs. Health care providers tend to ignore males, confining focus on the females.

However, there is now greater focus on increased male participation and gender equality. This will be possible only through improved communication between men and women on sexual and reproductive issues, and understanding of shared responsibilities. It will also require men to get involved in child rearing as well as housework and family planning.

Reproductive rights and the reproductive health agenda are grounded in the international human rights regime and national constitutions. They place reproductive rights within the rights to life, liberty, survival, health, education, information, benefits of scientific progress, marry and found a family, private and family life, sexual non-discrimination, age non-discrimination, and non-discrimination on grounds of disability. ■

## **New Publication of IAEA - Statistical Database for Literacy 2001 by Rural/Urban Areas**

Jomtien Conference in 1990 had laid down a target of achieving basic education for all by the year 2000. In India, the decade 1991-2000 was the decade of mounted efforts in the area of basic education. National Literacy Mission had set a target of making 100 million adults of the age group 15-35 literate by the end of the decade. Primary Education received major attention during this period through District Primary Education Programme and Sarva Shiksha Abhiyan.

Results of 2001 census were awaited very eagerly to confirm the outcome of these efforts in terms of raising the literacy rate of the country. Indian Adult Education Association took an initiative in analysing the provisional census data and with financial support from NLM brought out a publication 'Statistical Database For Literacy' in August 2001 with a foreword from DG, NLM. The publication was well received by Educational Planners, Resource Support Agencies, Programme Implementing Agencies and Researchers in the field of adult education.

After the above publication, rural/urban break up of the census data (provisional) became available. Indian Adult Education Association has again taken an initiative and has brought out a revised publication '**Statistical Database For Literacy - Provisional Population and Literacy - 2001 by Rural and Urban Areas**'. Shri Prem Chand, Consultant, IAEA has planned and prepared the text of the document.

Request for copies of the publication may be addressed to Shri RN Mahlawat, General Secretary, IAEA, 17-B, Indraprastha Estate, New Delhi - 110 002. Tele : 23379282, 23378206.

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## NEWSLETTER

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### 51st All India Adult Education Conference Gandhigram (TN)

#### Declaration

We 202 delegates from 17 states and UTs of the country participating in the 51st All India Adult Education Conference organised by the Indian Adult Education Association (IAEA), New Delhi in collaboration with Gandhigram Rural Institute (GRI), Tamil Nadu at Gandhigram from December 27-29, 2002 to discuss on the theme "Utilisation of Open Distance Learning Approach in Adult Education: Past Experiences and Future Possibilities".

Declare our conviction and belief that achievements in the field of information and communication technologies, already realised as well as developments that are fast taking place in the field, are not only rapidly transforming industrial societies into information societies but have great potential as well for bringing about highly significant changes in economic, social, cultural and educational fields leading to profound changes in the way we live and work, in forms of governance, creativity and cooperation in sharing knowledge

and ideas-indeed in nearly every field of human activity.

We echo the profound statement of UNESCO International Commission on Education for the Twenty First Century that "these technologies are in the process of accomplishing nothing short of revolution before our eyes, one that is affecting activities connected with production and work just as much as those with education and training".

"Life-long Learning for all" and "Learning without Frontiers" - our cherished goals for long-have come within realms of possibility through these technologies, enabling society to reach out more effectively for social groups whose educational needs are not being met satisfactorily by conventional educational means. Further these technologies have opened up the possibilities of immensely enriching the conventional and traditional practices in the field of education. Due to developments of these technologies constraints of time, place and distance are being eliminated. In short, from

pre-school to higher education learning will never be the same.

Express Great Concern at growing gaps between the developed and developing countries in their access to, as well as ability to monitor and use opportunities offered by rapid developments in technology. This we believe is a great challenge both for education as well as for democracy demanding urgent and satisfactory response from the world community.

Homogenization, Loss of Culture and Language are dangers posed for people of developing countries by the fact that information and communication technologies have so far emerged, and are still emerging, mainly from developed industrial countries. We call for effective measures to halt the above trends. Full respect for and recognition of value of all peoples' language and culture are basic and fundamental for international cooperation and harmony in the world. This race between technology and civilization must be imaginatively resolved to promote peace, harmony and international understanding so vital

for the future of human kind.

International Co-operation is most essential for satisfactory solution of problems in the field of education in the Twenty-First Century -- both for meeting the challenges posed by developments in technology as well as for harnessing the innovation and expertise needed for meshing and merging these with traditional methods and techniques in the field of education. We express our profound conviction that no country, even most advanced and with plentiful resources, will be able on their own to effectively and satisfactorily deal with all problems in this new era of information and communication technology. We therefore call on the international community to work out and establish a regime of meaningful, just, fair and equitable cooperation among nations- vital not only for our existence -- but for peace, survival of our civilization and indeed for the future of humanity as a whole.

We call upon Government of India to impress on the international community the gravity and seriousness of the concerns expressed above and the value of our proposals and call for urgent attention and early action;

a) To adopt measures, on a priority basis, for the creation of the necessary infra- structure and for availability of basic facilities like electricity, telephones, televisions etc. in all areas of the country with particular attention to the long neglected rural sector so as to create the necessary conditions

for adoption of information and communication technologies for education, culture, health, people's welfare as well as for job creation and economic developments.

b) To take measures and adopt policies for production and availability of hardware as well as software for use of information technologies including Open Distance Learning (ODL) at affordable prices and in sufficient quantity for meeting. The growing requirements and needs in different fields of national endeavour. ■

### **Bringing tribal girls closer to school**

In a novel initiative to promote education among girls belonging to the backward Saharia tribe, three residential education camps have been organised in Baran district in South Rajasthan. Girls from the interiors of villages and hamlets have been persuaded to participate in the special camps.

The seven-month long camps enrol the girls for coaching up to the primary level. After their examination, the successful students will be persuaded to get admission in the sixth standard in regular schools.

The initiative has been taken by the Lok Jumbish, which has succeeded in evolving a new literacy culture and an atmosphere conducive to education in the small pockets across the State. The Government body has brought several untouched tribal regions under the purview of literacy campaigns.

In the past, the presence of children in schools was generally obstructed by their parents on various pretexts. However, the hard work and consistent efforts of the dedicated teachers and organisers have ensured a move towards liberation of girls and they now feel joy in reading and writing and spend most of their times in studies.

The project for organising residential camps has been taken up in Chhipabarod, Atru and Shahabad blocks of Baran district after carrying out successful experiments helping over 100 girls get education up to the fifth standard.

The curriculum of the day, besides teaching, includes regular physical exercises, prayers and sport activities. In the short span of two months, as many as 74 girls have attained education up to second standard and others will shortly come up to this level. The coaching up to fifth standard will be completed in six months and the exams will be held in the seventh month. ■

### **IAEA GUEST HOUSE CLOSED**

The Guest House of the Indian Adult Education Association will remain closed from 1.2.2003 due to repairs etc.

Inconvenience to the visitors is regretted.

The date of opening will be declared.

*General Secretary*  
**I.A.E.A.**

## Regional Seminar on Adult Education, Religion and World Peace

A Seminar on "Adult Education, Religion and World Peace" was organised by Bihar Branch in collaboration with International Association of Educators for World Peace (IAEWP), Inter-faith Forum, Bodhgaya, DIET and Bihar Education Project, Gaya on January 16, 2003 during pious KAL CHAKRA PUJA and BUDH MAHOTSAWA at Bodhgaya. One day before the Seminar Shri AH Khan, Associate Secretary, IAEA during Inter-faith Forum presented a copy of Working Paper to His Holiness Dalai Lama and obtained blessings of His Holiness Dalai Lama for its success.

The Seminar was inaugurated by Hon. Mahant Sudarshan Giri, President, Inter-faith forum. The participants were the Educationists, Monks and religious leaders including heads of different monasteries from Sri Lanka, Thailand, Tibbet, Korea and Japan etc. It was a gathering of Senior Academicians, religious leaders belonging to different faith i.e. Buddhism, Hindu, Muslim, Christian, Jain, Sikh and Brahma Kumaris etc. Govt. officials, representatives of ZSS and NGOs and Social/Communities workers/ Leaders and life and institutional members of IAEA of this region.

In his welcome address presenting the working paper on the theme Shri AH Khan said that normally people consider Adult Education as mere literacy programme while the fact is that literacy is not learning the word alone but learning the world opening a new Vista towards overall development, creating awareness for utilising our wisdom

require education based on moral values because using education for their personal, organisational and political gain they spread over venom, and hatred which brings sorrow in the society. Hence the contents of Adult Education be also based on moral values in the wider interest of the survival in a better way of the community. He explained the teachings of Lord Buddha also. In his presidential address, Shri D w a r k o S u n d a r a n i, President, IAEA, Bihar Branch said all religions are good and guide to its followers to love every body including their fellow beings which is replaced these days by love your fellow travellers which is against the original principle and spirit

of any religion. Shri JK Palit, Chairman, JSS, chief guest on the occasion advocated for education a necessary component for livelihood and appealed for maintaining peace every where.

Hon. Ven Priyapal, Chairman, Chakma Buddhist Foundation, Hon. Ven Natthakon incharge Thai Temple, Prakash Chandra Jain, Dr. BP Nalin, Priya Ranjan Doyer, Brhama Kumari Sheela, Urmila Kumar and Poonam Singh of BEP, Gaya, Smt. Renuka Palit, Dr. TH Khan, Kalicharan and Junaid Alam etc. also expressed their views. ■



*Sitting (L to R Front Row) Hon'ble Ven Dr. Vimal Sarathero, Shri JK Palit, Hon. Mahant Sudarshan Giri, Shri Dwarko Sundarani and Hon. Ven Priyapal. (L to R Back Row) Hon. Ven Natthakon, BK sister Sheela, Renuka Datt and Chief Thai Monk while Shri AH Khan addressing the Seminar*

for understanding religion with its original spirit which is based on Love, Fraternity, Compassion, Tolerance and Non-violence etc. Adult Education particularly and education as a whole based on moral values will create a sense of morality and responsibility among the masses. He explained in detail the status of education from macro to micro level. Hon'ble Ven Dr. Vimal Sarathero distinguished guest from International Buddhist Council and working president Inter-faith forum said that for world peace educated and even highly qualified person

## People to have say over education: CM

Inaugurating the first conference of Vidyalaya Kalyan Samitis recently, Delhi Chief Minister Mrs. Sheila Dikshit said that the constitution of 636 School Welfare Committees (Vidyalaya Kalyan Samitis) for Government Schools in the capital will go a long way in improving the quality and standard of education.

She expressed the hope that it will also help in efficient and maximum implementation of government schemes by ensuring time-bound action, better maintenance and accountability through constant feedback. Mrs. Dikshit also released a comprehensive handbook/manual enunciating the powers and functions of the Vidyalaya Kalyan Samitis.

Constituted under the wider aegis of Bhagidari -- the programme to ensure people's participation and partnership in governance, the samitis will ensure involvement of the local community in day-to-day functioning of government schools in the capital.

Members from different sections of society such as local Resident Welfare Associations, PTA representatives, government nominees, head of schools etc. will undertake the task of improving the quality of academics, infrastructure, sanitation, cleanliness and cocurricular activities etc. for over all development of children.

The CM further informed the members of the samitis that extensive supervisory, reco-

mmendatory and financial powers had been given to these committees so as to ensure that they work with real power and purpose rather than just remaining effective on paper. The samitis will not only look after the overall day-to-day maintenance of the schools but will also oversee academic and disciplinary aspects pertaining the schools. ■

## Tribal areas to get better education

The light of education seems to be reaching the far-flung tribal areas in Rajasthan in a big way following the establishment of the Tribal Residential Education Society, which will look after the management of schools to be opened shortly in the areas.

The State Government has sanctioned opening of seven boarding schools for the tribal sub-scheme area in Baran district, each of which would be established at a cost of Rs.4 crores. The Central Government's contribution will be of the order of Rs.2.5 crores for each school and the remainder of the cost will be borne by the State.

State and division level committees have been set up to monitor the functioning of these schools, while Rs.7,500 would be spent on each of the students enrolled there every year.

These special efforts have been made in addition to the literacy drive in the remote areas launched in the shape of the Rajiv Gandhi golden jubilee schools. The release asserted that the new step would prove to be a milestone in providing quality education to the tribal children.

## Need to check population growth, corruption

The Vice-President, Shri Bhairon Singh Shekhawat, has emphasised the need to control population growth and corruption to eliminate the problem of child labour from the country. Shri Shekhawat was speaking after releasing a book, "The Elimination of Child Labour: Whose Responsibility?" written by a young civil servant of the Indian Railway Personnel Service, Pramilla H. Bhargava, who has also worked in Andhra Pradesh on a UNDP project for elimination of child labour.

Stating that no problem could be solved unless the growth of population was checked effectively, Shri Shekhawat said the worst aspect of the burgeoning population was that over 30 per cent of people were living below the poverty line and the country had meagre resources to feed and provide basic amenities to them. He suggested that children who wanted to study together with work might be provided necessary support and facilities for solving this problem.

The author said her work was more like a practical workbook than theory where she had focused on the need for convergence of various departments and ministries, setting up of residential camps for elementary education and imparting formal training in vocational skills as a pre-requisite for the elimination of child labour with the help of the community and NGOs. ■

## **Make education job-oriented: Haider**

The three-day convention on vocational education sought restructuring of vocational courses according to the needs of trade and industry. The seminar was being organised by PSS Central Institute of Vocational Education, Bhopal, NCERT and BBK DAV College for Women here.

The Director, Central Institute of Vocational Education Bhopal Prof. SZ Haider, in his valedictory address pleaded introduction of vocational courses to help tide over unemployment situation in the unorganised sector. He favoured framing of a national employment policy.

Quoting figures Prof. Haider said that every year 20 lakh matriculates get added to the number of jobless in the country, while 2.7 crore dropouts from schools join the casual labour segment.

He said during 1992 and 2000 that the government could meet only the target of 25 per cent children who were given vocational training, while only 6700 schools in the country have been provided with infrastructure to run these courses. He pointed out that the courses were meant only for the urban population while the rural segment had been neglected totally leading to large-scale migration to cities in search of jobs.

Dr. RS Bawa, Registrar of the Guru Nanak Dev University addressing the convention felt that vocational training policy be evolved and funds provided for infrastructure with latest courses at the school and at the college

level to build a base for skilled labour.

He stressed proper evaluation for starting the courses keeping in view the local, regional, national and international needs.

Dr. Bawa was for a strong agricultural base and agro-industries must be established to process farm produce for jobs for many.

Shri Krishna Khanna said that the government must focus on primary education 100 per cent literacy and felt that it would take more than 30 years to realise the dream of total literacy. He pointed out that vocational education and training rather than the traditional college education would not help India achieve higher growth rate.

He suggested total vocationalisation of entire education curriculum. He also suggested a plan to encourage small and medium enterprises as majority of the small scale units constituted industrial capacity in the country and provide more than 80 per cent employment to skilled force. ■

## **NCW calls for women's panel in all States**

Despite rising crime against women in India, the Government has failed to establish women commissions in many States. Only 20 States have separate commissions to look into the matters concerning women.

"This might come as a rude shock for the Government, but this is a fact to be pitied upon," said Poornima Advani, Chairperson of the National Commission for Women (NCW). She lamented that despite their repeated efforts, Governments of Gujarat, Jharkhand and many other States

have not set up any women's panel.

Citing the example of Gujarat, which in the recent past witnessed large scale violence against women, they have repeatedly written to the State Government to set up a women commission, but it has not paid any heed till date.

Talking about the commission's activities throughout last year, Ms Advani said the Gujarat riots were "one of the worst matters that the commission had to face," and recommended that in such matters, it was more prudent that a joint delegation of all relevant commissions be sent.

"Instead of all the commissions like the Minorities Commission, the Scheduled Castes Commission, the NCW and NHRC going separately, a joint delegation should be sent. This will result in more comprehensive recommendations," she added.

NCW is having regular interactions with the State commissions to consider their view points, which according to her, "gives the commission an insight into the problems of women, their hopes and aspirations." "This is to make the voice of women from the grassroot level be heard by the policy makers," told the chief.

Asserting the NCW's power, Ms Advani observed that the Government is violating the Act under which the Commission was established by not consulting the NCW on policy matters. "As it is mandatory under Section 16 of the Act, to consult and refer the commission before going ahead with any policy matter concerning the fairer sex." ■

## India to get \$400m from Unicef for welfare plans

The government signed a "programme of cooperation" with the Unicef recently.

Unicef will provide \$400 million to India for various woman and child related welfare programmes across the country between 2003 and 2007. The amount is the highest ever sanctioned by the international body to any country.

Union Minister of Human Resource Development Murli Manohar Joshi said, "The agreement marks the consolidation of a dynamic partnership between the government of India and Unicef."

He said "The agreement covers programmes for reduction in infant and maternal mortality rate, special care for girls and women, reduction in child malnutrition and incidence of low birth weight, enhancing protection against child labour and sexual abuse and protecting children and adolescents from HIV/AIDS. The programme will be implemented under the aegis of the department of women and child development.

Dr. Joshi said he had written to the chief ministers of all states seeking their cooperation and was confident that the national plan to implement these programmes will be ready in three to four months. A committee to oversee the process has also been set up, he added.

Later, Dr. Joshi announced that the Cabinet had decided to extend the Integrated Child Development Services, the world's largest community-based child development programme, to the

Tenth Plan. The honorarium of the *anganwadi* workers and helpers has been raised substantially under the scheme.

As per the decision, the monthly honorarium of *anganwadi* workers and helpers has been increased to Rs.1,063 and Rs.500 respectively. The *anganwadi* workers were earlier being paid Rs.438 to Rs.568 and the helpers were given Rs.260 per month.■

## 'Media must help in empowering women'

A handful of academicians and media persons took part in the Media Conference-2003 which discussed the role the media can play in empowering women.

Going by the attendance at the conference, it seems issues like women empowerment do not seem to hold much relevance in today's context. Kumkum Chatterjee, editor of the *Hindustan Times* rightly commented on this when she said: "the time has come for women to identify the strengths within themselves and bring them out."

Women who have made substantial contributions in the field of women empowerment, including a number of journalists, advocates, social activists and teachers were felicitated at the function.

Dr. Sandeep Vohra, leading psychiatrist at the Apollo Hospital, said, "Media is the most reliable and the fastest channel in informing people. For instance, mental health is an aspect which is neglected in our country though it is a major problem concerning a large number of people. It is through the media that a response

to this area of health has increased to a great extent." He added, "It is specially women's health which needs extra emphasis because they have pressures from work and family and balancing the two is very taxing. The media is the best way to highlight the problems faced by women."

## Skill-oriented education

A debate is going on about English from 1st or 5th standard, but surprisingly no one seems to be concerned about the inclusion of an additional (compulsory) component of skill-oriented training to school and college students and people (particularly in rural areas) in general so that they become innovative, creative and efficient.

Inclusion of skill-oriented training in the education system (even at primary school level) can also be expected to decrease the number of school dropouts (annually about 2.7 crore, and particularly so in rural areas). The production of skilled literates will generate a creative and efficient work-force some can be absorbed in public/private sector jobs, while others can get prepared and motivated towards self-employment/entrepreneurship and hence contribute in improving economic-growth.

Real leaders are  
ordinary people  
with  
extraordinary  
determination

## Education gets a satellite link

Indira Gandhi National Open University (IGNOU) has drawn up elaborate plans of launch a dedicated satellite -- edusatellite - for spreading knowledge across the country so that the goal of "education for all" becomes a reality.

The edusatellite, which will be launched in collaboration with the Indian Space Research Organisation (ISRO) and with the support of the Union Ministry for Human Resource Development and the Department of Space, will help spread mass literacy to every nook and cranny besides ensuring that learning becomes a continuous and life-long process.

A high-level meeting in this regard was convened recently under the chairmanship of the Union Human Resource Development Minister, Murli Manohar Joshi, which was attended by space scientists, educationists and Government officials.

"India's transformation into a knowledge society can happen only if we lay thrust on education. And to reach the entire country, we need strong communication links. That is why we have proposed an edusatellite for our country," says the IGNOU Vice-Chancellor, HP Dikshit.

Already, the University is having a large number of dedicated programmes on television and, in fact, its dedicated education channel, "Gyan Darshan", has been received very well across the country. This past January, "Gyan Darshan III", was started as a dedicated education channel for technical students.

"Three more dedicated channels are proposed in the near future -- one on agricultural extension, the other on vocational education and the third on primary education," says Prof. Dikshit, adding that the extensive infrastructure that IGNOU was developing can help diffuse the base of education throughout the country. And while it has achieved the goal of telecasting programmes for 16-17 hours, it soon plans to have round-the-clock telecast of educational programmes on its various channels.

With distance education becoming popular and IGNOU developing into a powerful centre for education in this part of the world, the need for a dedicated satellite on education has been actually felt. "Space scientists who participated in the meeting convened by the Human Resource Development Ministry are keen to develop an edusatellite. But the modalities need to be worked out."

Such a dedicated satellite, it is felt, can make IGNOU acquire leadership in terms of reaching education to the masses and providing a distinct opportunity for learning to the disadvantaged groups. Already, the University has decided to establish a National Centre for Disability Studies, which would be developed as a national resource centre that can be shared by all. ■

## Primary education for world's children by 2012

Involvement of mothers is the key to reaching thousands of children, who will be educated under the universal child development plan initiated by a

voluntary organisation.

The organisation - Indian Society for Integrated Women and Child Development - is supported by organisations of 40 different countries.

The master plan, which is to be implemented by the end of this year, will contain details of strategies and action plans for the overall development of children world over.

"Until mothers are educated, it is impossible to educate their children because they do not understand the importance.

Children who are living on the streets, representatives of ISIWCD and affiliated organisations are taking regular classes.

In Delhi, functionaries are taking regular classes of street children and the same is being done in other states.

Each participating country will have to submit their plan of action and a list of issues they will be highlighting to a core committee which consists of representatives of organisations of various countries.

"Different countries have different issues which are on their priority list. For instance we have figured that in India it is the compulsory education and child care which are priorities," said the functionary. Other issues that will be highlighted under the master plan are - free primary education, health and hygiene, child support system, bringing down the infant mortality rate and acknowledging the primary role of family and parents in the care and protection of children. ■

**INDIAN ADULT EDUCATION ASSOCIATION (IAEA)****Kerala State Branch****South Zone Conference on Adult/Continuing Education****May 10-11, 2003****Venue: Institute of Cooperative Management (ICM), Mudavanmugal Road,  
Poojappura, Trivandrum**

The South Zone Regional Conference on Adult/Continuing Education will be organized at Trivandrum on May 10-11, 2003. The conference will discuss the strengths and limitations of the programme with a view to revitalise the movement. Papers will be presented touching different aspects of the programme.

Papers are invited from Academicians / Adult Educators / Professionals / Functionaries / Teachers/ Researchers/ Practitioners touching different aspects of Adult / Continuing Education Programmes in the country.

Abstract of the paper (A4 size, typed in English, One page only, 3 copies) should reach us on or before 5th April 2003. Authors selected for presentation will be informed. They may come with 100 copies (full text) of their paper for distribution. Maximum time available for each presentation will be around 15 minutes, followed by discussion. (TA/DA and Registration fee will have to be met by the agency / individual). Best presenter will be given an Award.

Address for Communication : Prof. KS Pillai, Chairman or Dr. V Reghu, Secretary, C/o Hareshree, (NRA-148), Nandavanam, Trivandrum-695 033

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