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International Conference on "Enterprising Community through Education : Perspectives for Open Schooling"

The National Institute of Open Schooling (NIOS), in collaboration with the Indian Adult Education Association (IAEA) and the Commonwealth of Learning (COL), organised the International Conference on "Enterprising Community through Education : Perspectives for Open Schooling".

The Conference was inaugurated by Prof. Murlī Manohar Joshi, Hon'ble Minister of Human Resource Development, Government of India on March 28, 2003.

The inaugural session started with lighting the lamp by Prof. Murlī Manohar Joshi, Acharya Ramamurti, Prof. NK Ambasht, Chairman, NIOS, Shri KC Choudhary, President, IAEA and Shri SS Gill, Secretary, NIOS. It was followed by Saraswati Vandana.

Prof. NK Ambasht welcomed the delegates comprising educationists from governmental and non governmental organisations and representatives from Panchayati Raj Institutions etc. Highlights of welcome

development of framework for making community enterprising through education.

Entrepreneurship, development and education are inter-related. Efforts need to be made to ensure that entrepreneurship may be an integral part of curricula and educational programmes.

Educational programme should be value oriented. Education without values is meaningless.

A very significant sub-theme of the conference is "Area Intensive Development through Enterprising Community Education". In this context, it may be stated that after Independence, the planning

process started with a very significant concept of Community Development (CD) Blocks. However, unfortunately, over a period of time, some distortion took place in operational aspects



Hon'ble Murlī Manohar Joshi, Minister for HRD releasing the International Journal of Adult and Lifelong Education. Standing on his left are Shri RN Mahlawat, General Secretary, IAEA and Prof. NK Ambasht, Chairman, NIOS and on his right are Shri KC Choudhary, President, IAEA and Acharya Ramamurti (sitting)

address of Prof. Ambasht are as follows:

The Conference is perhaps the first of its kind which is slated to deliberate on matters related to

of CD Programme resulting in its dilution. Realising the significance of the community development programme, we need to evolve strategies to make the community enterprising through educational endeavours.

The NIOS has taken significant initiative to weave the elements of entrepreneurship in its Open Vocational Education Courses.

Shri KC Choudhary, President, IAEA recorded his great satisfaction over this joint collaborative endeavour among NIOS, IAEA and the Commonwealth of Learning, Canada in opening up a forum for exchange of experiences and ideas on a vital issue viz. enterprising community through education.

He felt that this event itself was innovative and enterprising. In the past, the partnership between NIOS and IAEA brought fruitful result for promotion of educational programmes evolved in response to learning needs of target groups through adult literacy and open and distance learning programme. This was quite perceptible in the area of vocational education programme as well.

The field of adult education has made enormous progress. There are new initiatives which have broadened the concept itself. Today adult literacy and adult education have emerged as two distinct realities.

The IAEA has set up the "International Institute of Adult and Lifelong Education". An International Journal of Lifelong Education has been launched by IAEA. The first issue of the Journal was released by Prof. Murl

Manohar Joshi, Hon'ble Minister of HRD during the inaugural session of this conference.

At the conclusion of the inaugural session, Shri SS Gill, Secretary, NIOS thanked Prof. Murl Manohar Joshi, Acharya Ramamurti, Prof. NK Ambasht, Shri KC Choudhary and distinguished delegates. The NIOS faculty is extremely grateful to Prof. Joshi for his kind blessings and inspiring guidance.

He appreciated immensely the supportive role of the Indian Adult Education Association. He recalled that this conference was the brain child of Prof. NK Ambasht. It is under his stewardship that the NIOS is marching ahead at accelerated pace. Lastly he thanked the faculty and the staff involved in the work related to this conference.

Acharya Ramamurti in his presidential address made special mention about the Indian perspective of education that is truly rooted to its socio-cultural ethos and tradition. He elaborated his ideas by drawing examples from the days of Vedas when Rishis would pray to God to bestow the village community with essential knowledge. In a democracy, such type of exposure would enable the people to build up a strong society that would make joint ventures for their development and creating a cohesive society. In such Village Republic, people would work towards holistic development of the individual and the society by consensus. In this context, Acharyaji drew illustrations from Lord Buddha's life who used to have intensive discussions with people in the 'Mahasabha' to arrive

at joint decision for solving problems of life. He further delineated the role of education in a true democracy by elaborating Mahatma Gandhi's vision of Village Vidyadaya. The entire village was to be conceived as a Vidyalaya where all the members of the community would make combined efforts to solve their problems and improve upon their quality of life. Certain other ideas put forward by Acharya Ramamurti are as follows:

Training, education and sublimation are the three key words. The educational programmes and activities must be so designed that there is natural integration among the three and the entire village functions as an organic whole.

Learning through pooling wisdom attained through life experience forms the essence of education. Lord Buddha got his enlightenment by pooling life experiences and not from any formal educational institutions or a teacher from formal school. It is the wide open learning environment that is the source of all learning.

This vision of education should be made clear and distinct while making efforts towards assessing impact of education on the life of people.

The spirit of openness in learning, the autonomy of the learner should be the natural outcome that culminate into functional knowledge and development. Open Schooling thus, provides a sound delivery mode of learning that is deeply rooted to our socio-cultural moorings. In this system, we find the reflection of ancient

educational traditions and delivery modes.

Prof. Murli Manohar Joshi delivered the inaugural address. He endorsed the ideas of Acharya Ramamurtiji and felt that these were significant and needed to be taken care of.

Highlights of his address are:

The Western Education system does not differentiate between education and instruction. This system gives emphasis on knowledge based on data and information and development of certain job oriented skills.

According to the Indian philosophy, Education is closely linked to soul, intellect and heart. However, as a result of western influence, the Indian Education system started

adopting the western concepts. This has harmed us like anything.

The indices of development propounded by West include items such as (i) per capita income, (ii) per capita consumption, (iii) foreign direct investment. Based on such indices, the World Bodies, such as UNESCO, UNDP, rate countries as 'backward' or 'developing'.

We need to examine how far the indicators of development visualised and adopted by the so called developed countries or the World Bodies reflect the true picture of development and

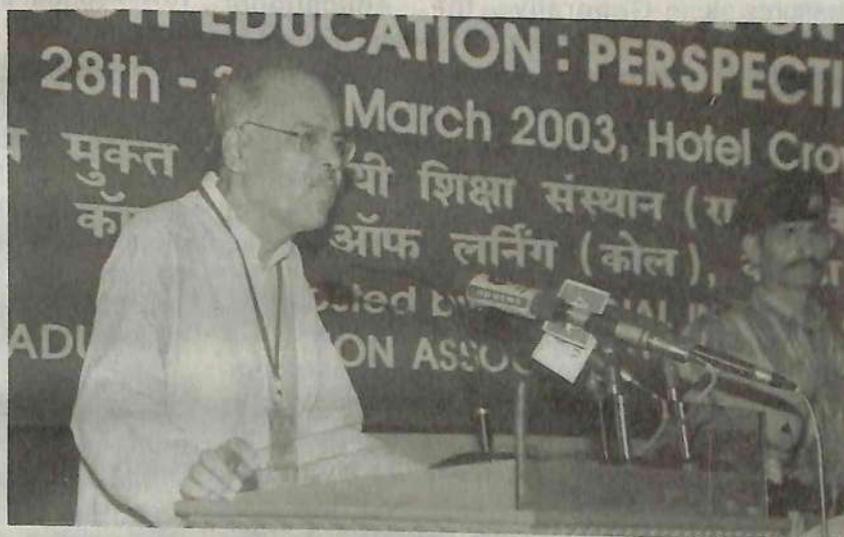
progress. Alongwith affluence in these countries, we observe increase in criminal activities, aggression and so many undesirable activities. The western societies seem to be drifted and directionless. According to Indian philosophy, inculcation of values is closely related to soul and spirituality. It is not linked to materialistic progress. The Western countries have now started realising the importance of

of Gurukula where the teacher and the learner would acquire new information and skills through multiple sources which were quite in abundance in and around them. In this way people in every village had some easy access to functional and meaningful knowledge. All strata of village community had easy access to learn from the living experience and life of teacher (not in the conventional sense but as an inspiring soul) under whose loving care they would grow and acquire life skills for betterment of life.

During the 'Upnishadic' period, the standard of education all over was quite high. Education was not confined to a small section of the society.

The concept of 'Self Education'

is very significant. The 'Open Schooling' system is the living example of this concept. As a matter of fact, Education should be stress and strain free. Education is the innate quality of human person. The body structure of human being is such that education is its natural instinct which tends to transform the man to superman. The human being should be given freedom to see, hear, understand and to do without any fear or duress. The open schooling system is a good example of freedom to the learner with lots of flexibilities. This



Shri KC Choudhary, President, IAEA addressing the Seminar

learning from within.

Before the advent of English rule in India, education was not in the hands of government. There were 'Pathshalas' (schools) in villages without any government control. Even specialised education was being provided in Ashrams/homes or by 'Gurus' (teachers). The educational opportunities were available to various sections of the society.

The term 'education' cannot be confined to four walls of a school only. In a way, in ancient times we had wider educational facilities in the prevailing system

Seminar on Literacy, Moral Education and Women empowerment

A one day seminar on a very important issue "Literacy, moral Education and women empowerment" was organised by Indian Adult Education Association in collaboration with Prajapita Brehama Kumaris Ishwriye Vishvidyalaya Mount Abu. It was held on the pious land of Vishnu & Lord Gautm Buddha on 8th March 2003.

It was inaugurated by Sister Nancy, senior academician from USA who was the chief guest on the occasion. The participants, belonged to different Voluntary organisations including All India Women conference, NIRMAL, Mahila Samakhyas of BEP and an

organisation of Indira ji which is very active for women empowerment. Number of participants were about 150. The guest, and participants were Welcomed by Sister BK Rejmati. A H. Khan Associate Secretary IAEA, introduced the relevancy of the topic. He said that due to multi dimensional approach literacy rate has gone up i.e. 65 per cent but it is not serving the main objective of the society i.e. overall development of the society. Sense

of love, Fraternity and compassion among all irrespective of caste, creed, sex, region or religion. Even today women are victims of different types of atrocities even by the highly qualified persons. Hence promotion of literacy in proper manner with the contents of moral values chapter is not only desirable but necessary for making a person humble to others too.



Sister Nancy, senior academician inaugurating the Seminar by lighting a lamp.

With this process the attitude of the society will change and the women themselves will feel empowered even within innerself. It will open a vista towards development. Sister B.K. NIRMALA regional co-ordinator of B.K. Ishwriye Vishwividalaya explained about activities of the university for women empowerment.

Speaking on the occasion the chief guest SISTER NANCY

(USA) said education is not just for reading and writing but necessary for development. Further she said that in USA and other countries men and women are equal but in India there is discrimination. Hence use proper education to eradicate this then only you can compete with others.

In her presidential address, Geeta Kumari, Vice president of all India Women Conference, Gaya said that women should awake, arise and struggle till they achieve the target of their empowerment. But the co-operation of men is equally important. For this purpose literacy and moral education will enlighten a lot and women will be in a position to tackle the situation or even the worse situation. She cited some examples of Rani Laxmi Bai, Late Smt. Indira Gandhi and even of her own appealing for over all co-

operation. Sri Dwariko Sundarani, President IAEA Bihar State Branch stressed on love, kindness and fraternity etc.. Sister MATTE of Denmark also expressed her views as guest of honour. The others who expressed their views were Smt. Janak Dulari, Diwaker Bhai, sister B.K. Shella, Binod Kumar, Prof. S.M. Iqubal and Dr. T.H. Khan etc. In the beginning and end too, Bhakti Sangeet related to Lord Shiva was presented. ■

In Cuba, focus is on education

Typical of his style for almost a half-century, Mr. Fidel Castro is personally heading another social revolution in Cuba, aimed, this time, at making the Island "the most educated and cultured country in the world."

"A feasible utopia", according to his partisans, it has involved almost the entire Council of Ministers, prominent state institutions and thousands of people for one whole year, particularly in the capital.

In Havana only, over 770 public schools were rebuilt, and when the school year began in September, all primary schools in the city of Havana opened with not more than 20 children per teacher, while work went on in secondary schools to reduce this figure in the near future to 15 students.

Universities, at the same time, are preparing to break themselves up by municipalities in future courses, and even the former Lourdes Russian military base west of Havana, from which Russia received 75 per cent of its strategic information on the West and the President Vladimir Putin ordered closed, yielding to Washington's demands has been converted to the most modern faculty of information systems in the country.

But what is most peculiar about this process is that it is being carried out at a moment in which the Island is just beginning to recover from the global economic crisis aggravated by the terrorist attacks of September 11,

2001, in New York and Washington D.C.

Cuba is currently facing an unprecedented reduction of its tourism receipts (its main source of foreign currency), a major drop in the world prices of its main export products, such as sugar and nickel, and an unexpected cut in the supply of oil from Venezuela at preferential prices that covered 33 per cent of the country's fuel needs, forcing the government to make additional payments of millions of dollars for oil.

"Let no one be surprised by the existence of millions of professionals in Cuba because this country will live on its intellectual production in the near future," Castro affirmed at one of the remodelled institutions in Havana.

"The more schools we create, the better our educational programmes and the preparation of our teachers fewer young people will go to jail", he said, evidently referring to another of the strategic objectives of the educational movement to reduce social inequalities that still exist in the country.

Although public education in Cuba is free, the start in life of a poor family pressured by material and spiritual scarcities is never the same as one with a stable economic and subjective base," studies made in the country affirm.

Cuban efforts also point in that direction. A Chinese collaboration programme involving millions of dollars is making possible the study of computing in every primary school, even those in the most recondite

corners of the Island.

Young people are being called to become teachers in the same patriotic spirit that they would be called to fight for national independence and Castro follows the work up personally, usually at night or in the very early morning hours.

Groups of dissidents and opponents of the regime claim that this is "another wild dream of Castro's". They accuse him of "investing the little he has in unproductive sectors".

Nevertheless, the new revolution headed by the Cuban President has not suffered any draw-backs from its beginning and so far seems impossible to detain.

Cuban Review

Strong foundation

Julia Gabriel Centre, a unique Singapore based education centre which offers a diverse range of innovation and holistic communication programmes entered India with the launch of its first centre in New Delhi.

The programmes are aimed at building greater self confidence, esteem and fluency of expression through the development of speech and language skills in children. Catering to age groups of 18 months to adults, the centre is based on the belief that "Children have an amazing capacity to learn and achieve success in a safe, supportive and dynamic environment." One of the key features of the centre's curriculum is the emphasis on stimulation, motivation, individual attention and encouragement in a fun, creative, pressure-free environment. ■

High Dropout rates amongst girls

Empowerment of women seems to be a far cry in India and is a cause for concern in a country where women (495.7 million) comprise 48.3 per cent of the total population. The economic survey holds a mirror to several harsh realities in the social sector covering poverty, employment, education, health, family welfare, nutrition, water supply, empowerment of women and socially disadvantaged groups.

The survey accepts the hard fact that domestic violence is widely prevalent but remains largely invisible in the public domain.

It states that though dropout rates at the elementary education stage have declined over the years, they continue to be relatively high for girl students (41.9 and 57.7 per cent at primary and upper primary stages, respectively, in 2000-2001). This despite the fact that elementary education has been given priority in terms of sub-sectoral allocations and schemes launched by the government.

Substantial improvement in total literacy rates over the decades (from 18.33 per cent in 1951 to 65.4 per cent in 2001) and decrease in dropout rates at the primary and upper primary levels also finds a mention in the survey. The National Literacy Mission seeks to achieve full literacy, a sustainable threshold level of 75 per cent literacy by 2005.

The survey has stated that the emphasis on the achievement of higher economic growth and social justice is manifest in the renewed focus on development

initiatives in the social sectors.

The survey mentions India's rank in the UNDP's Human Development Index (HDI) and its classification in the group of Medium Human Development for 2000. Punjab is among the three states which have done well in terms of HDI (0.537) in 2001, according to the first-ever National Human Development Report (NHDR) brought out by the Planning Commission.

The survey acknowledges the human face of ongoing economic reforms and targets incorporated in the 10th Five Year Plan (2002-07) for the reduction of poverty, hunger, mortality and illiteracy. It suggests restructuring of the entire gamut of poverty alleviation and employment generation programmes. It further recommends a fiscally sustainable anti-poverty strategy targeted at those who are unable to benefit from opportunities offered by growth. ■

Meet on changing literacy trends

"Are Schools becoming irrelevant in today's society" was the issue that over a hundred public schools discussed in the National Progressive Schools' Conference (NPSC) annual meet held in Manesar recently.

While the demand for schools has gone up, the perceived trend is that education is becoming irrelevant in today's society. It was agreed in the meet that in such a scenario, schools needed to rethink their approach towards their methodology as well as content of education.

While in Kerala, 80 per cent of the students continue their

education till Class X, in states like Haryana, UP and Bihar only 20 per cent students complete matriculation. The national average is about 40 per cent.

"On the other hand, when you go for a job today, you are told that you need to unlearn whatever you learnt in school," said R Govinda from National Institute for Educational Planning and Research.

"The industrial age had given rise to the factory model of schooling where all children were supposed to learn out of the same textbooks at the same level," he added. He was of the opinion that the factory model couldn't work for long where an inter-disciplinary approach was becoming more of a norm rather than the exception. A "knowledge society" cannot be packaged in textbooks, he said.

The schools on the other hand, were concerned how they could change their approach to keep pace with the changing times. "Do we just keep changing with times?" "If knowledge is money what happens to value education?" were some of the concerns of the principals.

"The World Trade Organisation (WTO) and its implications have been on our mind which is why we selected the theme "Leadership for a knowledge society," said NPSC Chairman Suraj Prakash. The attempt will be to reassess the role of schools and make it more aware.

A talk on the International Baccalaureate (IB) as well as development in pedagogy was given by Prof. AK Jalaluddin of the UNESCO. ■

Education to all, but not for slums

Contrary to the government's claims that by 2003 all children under 14 years would be provided education under the Sarva Shiksha Abhiyan, as many as 48,000 children in the slums of Yamuna Pushta in the heart of the capital have no access to schools, according to a survey.

Despite education for children below 14 years having been made a fundamental right under the recently amended Article 21-A of the Constitution, the study showed that there were only two MCD schools to cater to a population of more than 50,000 children.

The survey conducted with a sample size of 511 households revealed at a very high rate of illiteracy at 77.1 per cent. Conducted by the Navjyoti Delhi Police Foundation, an NGO run by

Kiran Bedi, recently appointed as UN Police Advisor, the study highlighted the dismal conditions prevailing in the slum.

It pointed out the urgent need to provide civic amenities in the area, which has next to nil basic facilities such as toilets, drinking water or health centres. The study noted that instead of taking urgent measures required to tackle these issues, the local leaders had also thrown up their hands saying the slum was to be relocated soon.

While the relocation has been on the cards since long, nothing concrete has been done, it pointed out.

The survey also defied certain preconceived notions about slum dwellers.

While 90 per cent had electricity available in their houses, as many as 83 per cent of the residents here were paying Rs.125 per month on an average. ■

IGNOU project for panchayat members

Panchayat members will be trained through a multi-media package in regional languages, developed by Indira Gandhi National Open University.

The state open universities and the State Institute of Rural Development (SIRD) have unanimously agreed to take forward the implementation of the Multimedia Package on Panchayati Raj Training, developed by IGNOU in their respective states. The decision was taken at a meeting of the open universities and SIRDs, convened by IGNOU's Panchayati Raj Project.

The programme would be offered as a non-credit awareness programme and its duration would be three to four months. It would not only address elected members but also potential non-elected members. ■

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 2003 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, recognizes 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 economics 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 (Nehru and Tagore Awards) is August, 15 2003 *Forms for making recommendations is given at pp 5 of this Newsletter*

Further information can be had from :

General Secretary,
Indian Adult Education
Association,
17-B, Indraprastha Estate,
New Delhi - 110 002
Fax 001-23378206
E-mail: iaea@vsnl.com



AWARDS

FOR THE BEST RESEARCH STUDY
FOR THE BEST EVALUATION REPORT
FOR THE BEST DOCTORAL THESIS
FOR THE BEST PUBLICATION

The International Institute of Adult and Lifelong Education (IIALE) is an autonomous, nonprofit academic Institute set up by the Indian Adult Education Association (one of the premier professional organization registered in 1939) at its premises in December 2002, with a view to developing adult education as a distinct professional field of practice and discipline of study. In order to recognize and encourage excellence in research and publication in the field of adult education, the following annual awards have been instituted by the IIALE. The awards are in form of shields and certificated which will be presented to the recipients at the Annual Conference of the Indian Adult Education Association.

The awardees will be invited to attend the Annual Conference for which they will be paid T.A. (by second class AC Train journey) and local hospitality. The awardees are expected to make a brief presentation about the award winning research or publication at the conference

The IIALE invites applications from all over India and from different institutions, universities, NGOs and individuals. The interested persons may submit two copies of the research report, thesis or publications.

Each entry should be accompanied by a certificate from the author stating that the work is original and undertaken during the last three years (1999-2002).

The research, evaluation and publication should be related to adult education in India.

The submitted entries will not be returned.

There is no entry fee and application form.

The last date for the receipt of application is **July 31, 2003**.

The entries will be carefully evaluated by a High Level Committee and the decision of the committee shall be final.

Two copies of entries should be submitted to Honorary Director, International Institute of Adult and Lifelong Education, IAEA, House, 17-B IP Estate, New Delhi - 110 002 by registered post.

Give them right to write

Children too can stand up and demand their rights. Recently, teenagers from 15 states of India came together at the 3rd National Convention on Children's Right in the Capital to discuss important issues that affect their lives. These young minds came up with a charter of recommendations based on the convention on the Rights of the Child adopted by the United Nations General Assembly in 1989 of which India is a signatory. The youngsters are being supported by the NGO, community Aid and Sponsorship Programme (CASP) in this endeavor. Under its guidance, children in the age group of 10-18 years have formed a Bal Panchayat, devoted to their cause, and especially catering to the under privileged.

The panchayat members are demanding that their need should always be accorded priority, be it in matters of politics and law, Says 14-year old Bal Panchayat member Kanhaiya from Badarpur, "A child's welfare should be the prime objective of both the union and the state budget." Allocation of appropriate funds to areas like shelter, nutrition, health and education will go a long way in improving the living standard of the suffering children.

To make health care more effective, the children want community participation to be emphasized. Says Hemlata of Sangam Vihar, "Birth registration facilities should be simple and flexible for the parents both in rural

and urban areas. Though the Government's mid-day meal scheme has gained popularity, the quality of food served is a matter of concern. Adds Hemlata, "We should be consulted in the preparation of the menu."

Steps should be taken to supply food to the target child. Proper and regular health check-ups in all schools at regular intervals with basic facilities for preventive, corrective and curative care, is another demand of the charter.

Though the central Government has already promulgated the 93rd Amendment that advocates free education to children in the age group of 6-14, its actual implementation is a long time away.

"Considering 69 million children between 6-14 years are not enrolled in school, we want 100 percent subsidy so that education is made free and universal," says Hemlata.

Child abuse and exploitative child labour is on the rise. "Unscrupulous individuals in the Government and NGOs who exploit children in the name of eradication of child labour should be reprimanded, says Hemlata. In case if it is impossible to stop child labour, "concerned officials must ensure that promised wages are paid by the employers."

Moreover, as a child is an easy victim of natural disaster, "protection against unforeseen calamities will go a long way in helping them avoid dependency on exploitative people and organizations."

Members of the Bal Panchayat are also demanding that at least two hours be left aside for child-related

programmes by different TV channels.

In fact, the children had been recently turned down by a local TV channel saying their films interested no sponsors.

Says Fakruddin Shaidh, panchayat member from Garhwal, "The only solution to all these problems is to involve children in all community development programme. We also want our constitutional rights to be translated from words into action."

These innocent but not glibble children say they are aware of their rights. And time, they mean business Defaulters need to be punished, and the Bal Panchayat says it will ensure this.

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Literacy level has risen to 66 percent

The national literacy level has risen to 66 percent owing to concerted efforts at taking the country towards total literacy, the Union Minister for Human Resource Development, Murli Manohar Joshi, said.

Listing out his Ministry's initiatives, he said for the first time since Independence, a drastic reduction in the number of absolute illiterates had been brought about. The number had been reduced by three crores and considerable ground had been covered since 1999, when the literacy rate was only 52 percent.

Mr. Joshi said firm measures were on to achieve 75 percent literacy, the threshold of total literacy, by the year 2010. Towards that end, the Ministry had prioritized women's education, especially in

the rural areas, with the result that the literacy level among rural women had gone upto 21 percent and men 14 percent.

"We (the National Democratic Alliance Government at the Centre) have been able to bring in an amendment to the Constitution, making education for the six to 14 age group a fundamental right. Besides, the Sarva Shiksha Abhiyan programme for a school for every village is also part of the drive for total literacy".

A scheme for modernizing the madrassas had been introduced. Under this, the Ministry would provide science and mathematics teachers to these institutions. Either they could come forward with a request for teachers or the State Governments could send a recommendation. Already, 200 madrassas have joined the programme. The Minister said funds allocation had been trebled for Urdu education and nearly 150 computer centre with Urdu as the medium had been sanctioned.

Similarly, courses to learn and speak Sanskrit easily had been designed. Sanskrit Institutions were provided with computer facilities and a move was on to digitize Sanskrit manuscripts.

The Ministry had embarked on a process of upgrading Regional Engineering Colleges into National Institutes of Technology. So far, 15 of the 17 RECs had been upgraded and the process was on in the case of the rest. An REC in Rourkee had been converted into Indian Institute of Technology (IIT) and a similar exercise was on in Guwahati.

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Dr. Mohan Singh Mehta Research Fellowship

The Indian Adult Education Association invites proposals for two (one in English and other in Hindi) Dr. Mohan Singh Mehta Research Fellowships for 2003

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 organization and functioning of State Resource Centres run by voluntary agencies, Universities and State Governments;
- ◆ Critical appraisal of the organisation and impact of continuing education / CEC;
- ◆ An enquiry into the factors promoting and intervening in retention of neo-literacy among various sections of the society;
- ◆ An appraisal of the neo-literate books published in various language with a view to 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 institutions/ 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 - 110 002 by August 20, 2003

Fax 011-23378206, E-Mail : iaea@vsnl.com

Literacy levels in India slowly but steadily rising: Sir John Daniel

Human rights tolerance, reform and cultural diversity should be the key components of text books, if one wants a positive impact. This is what the executive director general (education) of the United National Educational Scientific and Culture Organisation (UNESCO) Sir John Daniel stressed upon.

He was in India recently to monitor various educational programs running in different states and appreciated the "good work done under the Sarvasiksha Abhiyan initiated by the Indian government. Sir John was so impressed that he went on to say that the programs could be used as models for other countries.

"Perhaps no country in the world has made a bigger commitment to educate its children as India," said Sir John who toured community schools in rural areas. He visited project sites in Rajasthan, Maharashtra and Madhya Pradesh where he was impressed by the "new wave" of computer education.

"Adding the right to be educated in the Constitution does not ensure that all children to go to school," said Sir John who pointed out that literacy levels have gone up in Indian which as per him is the result of a "lively and robust local democracy".

Citing an example of the education project launched in Rajasthan's Jodhpur district, Sir John said he had never witnessed such an enthusiasm among

Cont. on page 6

INDIAN ADULT EDUCATION ASSOCIATION

17-B Indraprastha Estate, New Delhi - 110 002

RECOMMENDATION FOR

NEHRU LITERACY AWARD / TAGORE LITERACY AWARD

(where space is insufficient, kindly use separate sheet)

YEAR 2003

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

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

3. Designation of worker (if recommended)

4. The nature of work, the recommendee has been doing in the following fields :
 - a) Literacy work among Non-literates _____
 - b) Post-Literacy work for Neo-Literates _____
 - c) Continuing Education work _____
 - d) Organisational work _____
 - e) New Teaching Devices and Improved Teaching Material Introduced _____
 - f) Awareness creation among Women and Improving their Social and Economic status _____
5. The nature and description of the outstanding work done by the recommendee

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

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

7. Any additional information

Date

Signature of the recommending Authority

Copy of the Circular of Government of India Ministry of Human Resource Development, Department of Elementary Education & Literacy issued to Education Secretaries, all states/ UT's regarding recognition to the examination at Primary and Middle level Courses conducted by National Institute of Open Schooling (formerly National Open School (NOS))

The National Institute of Open Schooling (NIOS) (formerly National Open School (NOS)) is an autonomous organisation set up by the Ministry of Human Resource Development, Government of India, in 1989 as per the Resolution issued vide No. F6-2/89-Sch. III, dated 21.11.1989 to provide education upto pre-degree level to those who for one or the other reason could not make use of the formal education system. NIOS has also been vested with the authority to conduct and certify examinations for Secondary and Sr. Secondary levels by the Government of the India as per the resolution issued vide No F5-24/90-Sch III dated 14.9.1990.

The Association of Indian Universities (AIU) has also intimated the Registrars of all Indian Universities vide their Notification No. EV/II (/ 9165718-908 dated 25.7.1991 of its decision to grant equivalence to NIOS course with those of other examinations of recognized Boards for purpose of admission to higher courses of study at Indian Universities.

As you would be aware, the National Institute of Open Schooling

(NIOS) also runs Open Basic Education Programmes through Distance Education Mode (Open Learning System) at the Elementary stage and awards Joint Certificate with the partnering NGOs at three levels – A level (equivalent to class III or class II of the Southern States where elementary stage is only till class VII), B level (equivalent to class V/IV) and C level (equivalent to class VIII/VII). This is applicable to their programme of equivalency under distance education programme where similar certificates are provided at the same level of competence and equivalency.

You may like to issue necessary instructions to all concerned to consider certificates issued by NIOS jointly with partnering NGOs for the above levels as equivalent to concerned stage of education in matters of admissions and employment etc. Formal communication/Notification regarding grant of recognition to the examinations conducted by National Institute of Open Schooling may be issued and the same widely circulated to all concerned.

For further details/Clarifications in the matter, the Chairman, National Institute of Open Schooling may be contacted at NIOS, B-31B, Kailash Colony, New Delhi – 48 or visit their Web site at www.nos.ac.in or www.nos.org

Cont. from page 4

Literacy levels in India

students who previously had no educational qualifications. Sir John was presented with an honorary degree by the Indira Gandhi National Open University for his interest in

distance learning. "It gives me enormous privilege and thrill to be awarded this degree. I feel that distance learning programs are safety valves for those students who could not get into mainstream education," said Sir John.

India will be hosting a meeting of a group of international educationist's which will be chaired by UNESCO's director general. Emphasizing on "quality of education", Sir John said that the need of the hour is to train and recruit thousand of new teachers as there is a severe shortage of teachers all over the world. "Local teachers should be qualified otherwise there is no point in their teaching for they will not be able to imbibe in their students what is needed. The present trends indicate that there would be a shortage of about 10-35 million primary teachers around the world in the coming decade. I am optimistic about India achieving the goal of education for all through schooling. Also I am impressed by the judicious use of computers in schools of rural India especially in those of Rajasthan and Madhya Pradesh" said Sir John.

Commenting on the success of girl child education in India Sir John said that India's democracy has contributed immensely to grass-root education.

Refuting that funding was the reason why UNESCO was doing away with grants for certain institutions, Sir John Said, "like all other United Nation Organisations, UNESCO has been kept on lean rations. It is due to this reason that we have cut down funding for some projects. But money is never a problem if there are good projects.

*

IMPORTANT PUBLICATIONS OF IAEA

| | Rs. | US \$ |
|--|--------|-------|
| 1. Total Literacy by 2000 edited by KC Choudhary and JL Sachdeva | 60.00 | 5.00 |
| 2. Directory of Adult Education Institutions in India | 50.00 | 5.00 |
| 3. ABC of Non-Formal Education by KC Pillai | 60.00 | 5.00 |
| 4. Approaches to Total Literacy edited by BB Mohanty & JL Sachdeva | 50.00 | 5.00 |
| 5. Each One Teach One- Laubach's Materials and Methods edited by SY Shah | 100.00 | 9.00 |
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| 8. National Literacy Mission - Problems and Prospects | 40.00 | 5.00 |
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| 5. Adolescent in India - An Abstract Bibliography | 100.00 | 15.00 |
| 6. Adolescent Reproductive Health - An Abstract Bibliography | 100.00 | 15.00 |

Package of 25 to 100 books is also available on special concessional rates. The price includes postage charges also.

Orders may be sent to

**INDIAN ADULT EDUCATION ASSOCIATION
17-B, Indraprastha Estate, New Delhi-110002
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A Half Yearly International Research Journal on Science Communication

The Rashtriya Vigyan Evam Prodyogiki Sanchar Parishad has recently started publication of Indian Journal of Science communication (IJSC) to promote and disseminate knowledge and activities in the area of science (technology included) communication, thereby furthering the cause of public understanding of science. IJSC is intended at providing a forum for addressing issues emanating at concept to research level (practical dimensions included), with the purview of science communication. IJSC aims to facilitate the understanding of the process of science communication. IJSC

recognizes the fact that communicating science demands specialized skills and calls for target specific techniques and methodologies. The Journal therefore is aimed at supporting the efforts of science communicators, researchers, scientists and technologist; scientific and media establishments and professional bodies. This endeavour is to keep them abreast of emerging trends and direct their concerted efforts effectively towards the goal of a science oriented society. The scope of the journal encompasses all the aspects of science communication. IJSC is a semi technical journal and accepts original papers and other original contributions in the form of articles, studies, reviews and reports on innovative concepts. Original communications in Hindi or English

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The Editor

Indian Journal of Science Communication

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South Zone conference at Trivandrum

The South Zone Conference on Adult, continuing Education was organised by the Kerala State Branch of the Indian Adult Education Association in collaboration with the State Resource Centre, Kerala and the Centre for Adult, Continuing Education and Extension, University of Kerala at Trivandrum on 10-11 May, 2003. 85 delegates representing different parts of South India participated in the "two day" programme/conference. The conference was inaugurated by Sri. Sundaram Nadar, Hon'ble Deputy speaker of Kerala, Legislative Assembly. Dr. P.K. Rajan, Vice-chancellor, Kannur University chaired the session. In his inaugural address Hon'ble Deputy Speaker highlighted the need for strengthening Continuing Education, as a part of Nation Building process. Dr. P.K. Rajan scientifically analysed the educational scenario in the country, and he wanted "political will to be developed for empowering the Continuing Education Programme.

Dr. K. Sivadasan Pillai, Chairman, State Branch, IAEA, Kerala Welcome the guests and

delegates, and Prof. A.M. Thampy, Vice-chairman, IAEA, Kerala proposed vote of thanks. Sri N.C. Pant, and Dr. L.Raja, Vice-president, IAEA and Prof. Abubaker, Director, State Literacy Mission also addressed the delegates.

The introductory session started with the welcome speech of Prof. Abdul Vahab. Dr. A Sukumaran Nair (Former Vice-chancellor, M.G. University, Kottayam) chaired the session and Dr. V.Reghu (University of Kerala) Presented the "Key Note Paper" for discussion. The whole academic discussion was divided into four sessions (1) Continuing Education and Women (2) Continuing Education : Contents & Components (3) Continuing Education : Constraints & Prospects and (4) Continuing Education-Vision-2010. Thirty-two papers were presented and discussed in these 4 sessions. All papers presented in the Seminar were brought out as a useful reference volume by the organizers. Mr. T. Sundaresan Nair, Director-in-charge, SRC, Kerala presented the recommendations

Cont. on page 2

52nd ALL INDIA ADULT EDUCATION CONFERENCE, GURGAON (HARYANA)

Indian Adult Education Association — in collaboration with Prajapita Brahma Kumaris Ishawariya, Vishv Vidyalaya will be organising its 52nd All Indian Adult Education Conference in Gurgaon (Haryana) on Oct 31-Nov 2, 2003. The theme of the Conference is "Evaluation in Adult Education : Past Experiences and Future Strategies". The lodging arrangement will be in the premises of 'Om Shanti Retreat Centre, Bohra Kalan, Pataudi Road, Gurgaon'. The lodging and boarding charges will be borne by the delegates. The subsidized charges will be Rs. 300/- for all the three days and will be compulsory for all the delegates.

Delegation fee is Rs. 200/- per delegates. The total Bank Draft of Rs. 500/- be sent by September 15, 2003 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 alongwith Bank Draft should address to Gen. Secretary, IAEA, 17 B, IP Estate, New Delhi - 2, latest by September 15, 2003



AWARDS

FOR THE BEST RESEARCH STUDY
FOR THE BEST EVALUATION REPORT
FOR THE BEST DOCTORAL THESIS
FOR THE BEST PUBLICATION

The International Institute of Adult and Lifelong Education (IIALE) is an autonomous, nonprofit academic Institute set up by the Indian Adult Education Association (one of the premier professional organization registered in 1939) at its premises in December 2002, with a view to developing adult education as a distinct professional field of practice and discipline of study. In order to recognize and encourage excellence in research and publication in the field of adult education, the following annual awards have been instituted by the IIALE. The awards are in form of shields and certificated which will be presented to the recipients at the Annual Conference of the Indian Adult Education Association.

The awardees will be invited to attend the Annual Conference for which they will be paid T.A. (by second class AC Train journey) and local hospitality. The awardees are expected to make a brief presentation about the award winning research or publication at the conference

The IIALE invites applications from all over India and from different institutions, universities, NGOs and individuals. The interested persons may submit two copies of the research report, thesis or publications.

Each entry should be accompanied by a certificate from the author stating that the work is original and undertaken during the last three years (1999-2002).

The research, evaluation and publication should be related to adult education in India.

The submitted entries will not be returned.

There is no entry fee and application form.

The last date for the receipt of application is **August 31, 2003.**

The entries will be carefully evaluated by a High Level Committee and the decision of the committee shall be final.

Two copies of entries should be submitted to Honorary Director, International Institute of Adult and Lifelong Education, IAEA, House, 17-B IP Estate, New Delhi - 110 002 by registered post.

Cont. from page 1

South Zone conference.....

and Trivandrum Declaration in the plenary session.

Valedictory address was given by Dr. S. Kevin, Pro Vice-Chancellor, University of Kerala. He appreciated the step taken by Kerala State Branch of IAEA in strengthening the CEP in the country as a professional organization. The conference honoured Sri. K. Vishwanathan, the Senior most Adult Educator of Kerala (Director, Mitraniketan) for his meritorious contributions in the field of Adult & Continuing Education for the last forty years.

Dr. Ida Nancy of Govt. College of Teacher Education, Thiruvananthapuram was adjudged as the best paper presenter and was honoured with a memento. Dr. Suriakanthi, Director, Adult & Continuing Education, Gandhigram, and Dr. S. Kamini, Prof. & Head Department of Home science, Govt. College for Women also addressed the delegates.

Dr. Mercy Abraham, Retd. Prof. of Education Kerala University, Dr. B.K. Nair (Delhi), Dr. L. Raja Gandhigram and Dr. N.D. Joshi Chaired the academic sessions. The "Trivandrum Declaration - 2003" was accepted by the South Zone Conference. It was decided to send copies of the declaration to Hon'ble Minister for HRD, Govt. of India, Director General, NLM, Director, DAE, Govt. of India, Minister for Education, Govt. of Kerala, Secretary, Education, Govt. of Kerala and other officers dealing with Adult & Continuing Education in the country. ❖

Child labour problem linked with lack of education

One of the main reasons behind the increase in child labour in India is that over 10 crore children in the country are deprived of education, according to experts. At a symposium "Consultation Meeting on Child Labour Issues in Mumbai" director of NGO 'Pratham' Farida Lambay provided details of a survey carried out in Mumbai city recently which said that in the over six lakh families, nearly 45 percent of the children were found to be unable to read or write. The symposium was organized by the Coordination Committee for Vulnerable Children' and 'Pratham'. NGOs at the College of Social Work, Nirmala Niketan here on Tuesday. Ms Lambay stressed upon the need to involve the Labour Secretary and other departmental secretaries at the state-level to develop, strategies and act upon the issue.

Neelima Metha, Chairperson of Child Welfare Committee said in

view of ten crore children in India being deprived of education, education would be the best intervention strategy to bring them in the mainstream and tackle the problem of child labour. Asha Rane of Hamara Club proposed that there was a need to collate and coordinate the available resources among NGOs. It was necessary to create a database of child labourers in order to facilitate a better understanding of the magnitude of the problem, especially in Mumbai, she said.

Senior police inspector Yusuf Mujawar from Shivaji Nagar said the main cause behind child labour was poverty and unless this issue was tackled head on, the number of child labourers would not decrease much. Another police inspector proposed that children usually came to the city to learn a trade and once a child became a skilled craftsman, he had complete freedom to lay down the terms for

the work and demand a price. He proposed that it would be useful to conduct, in a protected manner, the training for occupations from which the children would benefit. Ms Mehta expressed her agreement to this and said the core issue was to stop child labour, especially in hazardous industries below the age of 14.

Tushar Deshmukh of the Central Board for workers Education (CBWE) proposed that the CBWE could assist with organizing and conducting workshops for the unorganized sector, especially with parents of the children engaged in child labour and with employers to reduce child labour.

Ms Rane reiterated the need to plan out the strategy for advocacy. It was proposed that a major part of advocacy would be awareness generation, for example through street plays.

Literacy lead : Mizoram challenges Kerala

Which is the most literate state in India ? Kerala, Did you say ? Mizoram disagrees. The National Sample Survey has pegged Mizoram's literacy rate at 89 percent, two notches below Kerala's 91 percent. But adult education survey reports claim that the tiny hill-state has 95 percent literates. "Surveys or not, if the genuine inhabitants of a state are taken into consideration, Mizoram would lead Kerala in the literary table any day," says Mizoram Information Minister F.Malsawma. According to Census 2001, Mizoram has a population of

8,91,058 the sex ratio being 921 females per 1,000 males. But Malsawma told the Hindustan Times, that census figures do not tell the real story. The state government claims that out of the total number of people in Mizoram, over a lakh comprise what is known as floating population. The people include Myanmarese, Bangladeshi, Chakma and Bru refugees besides Hmars and Mizo sub-tribes from across the Manipur border. Besides, there is a sizeable number of non-Mizo Indians engaged in trade and government jobs. There is, however, a flip side to Mizoram's

literacy achievements. Lack of quality institutes of higher learning is telling on the level of education in the state. "We have been laying a lot of emphasis on higher and technical education," Malsawma said. For instance, four private colleges were amalgamated into two and upgraded into the deficit grants-in-aid system. One more private college was upgraded while another is in the process of being provincialised. The government has also engaged guest lecturers from outside the state towards improving the quality of education in colleges.



साक्षरता से समृद्धि आएगी : कलाम

राष्ट्रपति अब्दुल कलाम ने कहा कि करोड़ों निरक्षर लोगो के बीच शिक्षा का प्रकाश फैला कर देश को समृद्ध बनाया जा सकता है। यदि बिहार के संसाधनों का वैज्ञानिक तरीके से उपयोग किया जाए तो हरित क्रांति के मामले में यह पंजाब समेत पूरे देश को पीछे छोड़ देगा। बिहार के दौरे पर आए राष्ट्रपति ने आज यहां राजभवन में बच्चों के साथ बातचीत की। बच्चों ने तरह तरह के सवाल पूछ कर अपनी जिज्ञासा जाहिर को। एक छात्रा मनीषा कौशिक ने जब यह पूछा कि भारत कैसे विकसित देश

बन सकता है तो राष्ट्रपति ने कहा 'यदि छुट्टी में समय निकाल कर गरीब बच्चों को पढ़ाया जाए तो हम शिक्षा के प्रकाश को करोड़ों निरक्षरों में फैला सकते हैं।

इसके अलावा देश में कृषि उत्पादकता में वृद्धि लाने की जरूरत है'। बिहार की उर्वर जमीन की चर्चा करते हुए राष्ट्रपति ने कहा कि यदि इसके संसाधनों का वैज्ञानिक इस्तेमाल किया जाए तो बिहार हरित क्रांति के मामले में पूरे देश में सबसे आगे होगा। बिहार को महावीर, गौतम बुद्ध और सम्राट अशोक की जमीन बताते हुए उन्होंने कहा कि एक महान

सांस्कृतिक पृष्ठभूमि और अध्यात्मिक केंद्र वाले इस राज्य के विकास पथ में कोई बाधा नहं है। एक दूसरे ने पूछा कि आपके आदर्श कौन है। राष्ट्रपति ने बताया कि गुरु विक्रम साराभाई, सुब्रमणियम अयर और वे तीन शिक्षक जिन्होंने उन्हें पढ़ाया। एक बच्चे ने पूछ लिया कि आपका प्रिय भोजन क्या है। सवाल सुन कर राष्ट्रपति मुस्कराए और जवाब दिया बस रोटी, दाल, भात आदि। राष्ट्रपति ने बच्चों से कहा कि जितने बड़े सपने होंगे उनका विकास उतना ही होगा। ❖

बिहार के सर्व शिक्षा अभियान की केन्द्र द्वारा समीक्षा

सर्वशिक्षा अभियान को लेकर बिहार और केंद्र सरकार के बीच ठन गई है। एक ओर जहां राज्य सरकार ने ३१ दिसंबर तक सर्वशिक्षा अभियान के तहत राज्य के सभी बच्चों को स्कूल में दाखिला कराने में असमर्थता जताई है, वहीं केंद्र सरकार इसमें डील देने को तैयार नहीं है। गौरतलब है कि केंद्र सरकार ने देश के सभी बच्चों को २००७ तक पांचवीं और २०१० तक आठवीं की शिक्षा देने का लक्ष्य बना रखा है। इस लक्ष्य को प्राप्त करने के लिए छह से १४ साल की उम्र के सभी बच्चों को इस साल के अंत तक स्कूल में दाखिल कराना जरूरी है। पर जब लक्ष्य को प्राप्त करने में मात्र छह महीने रह गए हैं। बिहार सरकार ने हाथ खड़े कर दिए हैं। राज्य के अधिकारियों का कहना है कि इस साल के अंत तक उसके लिए सभी बच्चों का स्कूल में दाखिला कराना संभव नहीं है।

इस मामले में राज्य सरकार पर्याप्त केंद्रीय सहायता नहीं मिलने का बहाना भी नहीं बना सकती। सर्वशिक्षा अभियान के तहत आने वाले कुल खर्च का ८५ प्रतिशत तो केंद्र सरकार उपलब्ध कराती है। पिछले दिनों पटना के एक बैठक के दौरान राज्य के अधिकारियों ने केंद्रीय मानव संसाधन विकास राज्य मंत्री डॉ. संजय पासवान को बिहार के इस नए लक्ष्य के बारे में बताया तो वे भौंचक रह गए। इसके बाद डॉ. पासवान ने अधिकारियों को कड़ी झाड़ लगाते हुए कहा कि आखिर वे केंद्र सरकार द्वारा लगभग चार साल पहले तय लक्ष्य को मनमाने तरीके से कैसे बढ़ा सकते हैं जब अन्य राज्य इस लक्ष्य को प्राप्त करने के लिए तैयार हैं तो बिहार को क्यों पीछे रखा जा रहा है। डॉ. पासवान ने अधिकारियों के सामने स्पष्ट कर दिया कि सर्वशिक्षा अभियान केंद्र सरकार का महत्वपूर्ण अभियान केंद्र सरकार का

महत्वपूर्ण अभियान है और उसके साथ इस तरह खिलवाड़ करने की इजाजत नहीं दी सकती। डॉ. पासवान इसके लिए राज्य के वरिष्ठ अधिकारियों को जिम्मेदार ठहराते हुए कहते हैं कि जिलों के अधिकारी सर्वशिक्षा अभियान को समय पर पूरा करने के लिए पूरी तैयार हैं। उन्होंने दावा किया कि पांच जिलाधिकारियों का पत्र तो उनके पास पड़ा है, जिसमें ३१ दिसंबर तक इस लक्ष्य को प्राप्त कर लेने का दावा किया गया है। डॉ. पासवान ने बताया कि इस लक्ष्य को प्राप्त करने के लिए वे अगले महीने ११ जुलाई को राज्य में शिक्षा के क्षेत्र में काम करने वाले सभी गैर-सरकारी संगठनों और १२ जुलाई को सभी पंचायतों और जिला परिषदों के अध्यक्ष की कार्यशाला आयोजित करा रहे हैं और इस कार्यशाला में वे स्वयं उपस्थित रहेंगे। ❖

More women waiting for jobs

The number of women seeking jobs through the employment exchange has increased over the years. The Live Register – record of jobseekers - of women looking for work has shown an increase of 48.9 percent during 1991-2001. This trend is primarily a result of an increase in the literacy rate among women.

The percentage of placements to registration has declined from 3.8 percent to 2 percent between 1992 and 2001 while placement effected through the employment exchange has shown a mixed trend and hovered between 32,000 and 62,000 per year. Among the major States, Kerala has 24.3 lakh women job-seekers followed by Tamil Nadu at 17.8 lakhs. The placement of women through employment exchanges has been the highest in Tamil Nadu where 8,000 women got work through the Government channel.

The percentage of educated women seeking employment has also shown an upward trend with the percentage increasing from 68.7 in 1991 to 78.1 in 2000. The Live Register of educated women has increased from 50.2 lakhs in 1991 to 81.6 lakh in 2000. Of the educated group, the number of Graduates and Post-Graduates is the highest in the arts faculty where 7.3 lakhs have got themselves registered at the employment exchanges. This is followed by education and science fields where 4.3 lakhs and 3 lakhs jobless women are enrolled. However, the placement of educated women was better than the overall

placement of women, since 31,000 educated women were provided employment every year between 1991-2000.

Meanwhile, the employment service assists in the resettlement of migrants and repatriates from Myanmar, Sri Lanka and East Pakistan migrants. The total number of migrants registered in the Live Register stood at 8,670 in 2000, with Sri Lankans comprising 51 percent of this figure, 10 percent from Myanmar and migrants from East Pakistan constituting 30 percent. Statistics show that there has been decline in the figure of migrants who get themselves registered with the employment exchanges. The Live Register of migrant job-seekers has decreased from 11,700 in 1996 to 8,700 in 2000. The figure stood at 9077 in 1999.

The National Employment Service provides registration, placement, vocational guidance and career counselling services to the job-seekers and is jointly run by the Centre and State Government. There are 938 employment exchanges in India except in Sikkim.

Jammu University to have FM station

Jammu University will be India's first varsity to have an FM radio station for educational programmes and to boost the talent of the younger generation in the state. The FM radio station will be launched in October this year with the help of Prasar Bharati.

Ten Years to reduce illiteracy

“Literacy as Freedom” is the theme for the United Nations Literacy Decade – Education for All (2003-2012), launched in New York on 13 February. The aim is to provide new impetus for the campaign against illiteracy. The issue is a highly crucial one : According to UNESCO statistics, one out of five over the age of 15 can neither read nor write. If no action is taken, one out of six adults will be illiterate by the year 2010.

“This is an intolerable situation, and it underscores the need to bolster our efforts for everyone,” said Koichiro Matsuura, UNESCO's Director-General during the UN Literacy Decade launch. He emphasized that priority will be given to the most underprivileged groups, notably women and children, ethnic and linguistic minorities, indigenous population, migrant, children without access to school and the disabled.

The UN Literacy Decade is part of a series of international initiatives promoting Education for all. UNESCO is coordinating the Decade and has laid out an International Plan of Action to work toward literacy for all. One of UNESCO's key projects for the Decade is the Literacy and Non-formal Education Development in Afghanistan (LAND-AFGHAN) project, which aims to reduce illiteracy in a country where only 51.9 percent of males and 21.9 percent of females can read or write. Another key initiative is the Literacy Assessment and Monitoring Program (LAMP), an international survey to measure various literacy levels.

Decline in aid to education

Increasing scepticism among donors about the effectiveness of aid

Education has never been a hotter issue than it is today. Last year, it was on the agenda of the World Summit on Sustainable Development, the UN International Conference on Financing for Development in Monterrey and the G-8 Summit, which called for universal primary education. And yet, and yet ...

Over the past decade, international aid for developing countries has steadily declined. The EFA Global Monitoring Report 2002 states that bilateral aid for education fell by 16 percent between 1990 and 2000. The total annual amount spent on education even fell in 2000, from \$5.98 to \$4.72 billion. The Report estimates that \$5.6 billion a year of external aid may be necessary – addition to national investment – if the goal of universal primary education for both boys and girls is to be reached by 2015.

“Funding agencies are more and more sceptical about the effectiveness of aid-especially assistance through projects” says Steve Packer, deputy head of the team that produced the Report. “Relatively large sums have been spent in the last 40 years without always that much to show for it.”

This is especially true in the least developed countries, which some experts say do not have the infrastructure and the institutional capacity to use large sums of

international aid in the short term. Should schoolbooks continue to be sent to countries that cannot distribute them to the schools “ And is it useful to give aid to countries where up to 10 percent of salaries go to ghost teachers and occasionally to non-existent schools”

So even as the international community urges developing countries to achieve universal education by 2015, they are getting less and less help. “ This is a contradiction,” says packer. “But at the same time, international aid practices are changing. Aid is coming to education in different ways, increasingly under the broad heading of poverty reduction. Aid organizations are funding development strategies more than individual sectors. So there’s money going to education than the figures actually show”, he comments.

To speed up progress toward the achievement of universal primary education, the World Bank has launched the Fast-Track Initiative designed to prove additional external funding for countries committed to reform. Countries provide evidence of their commitment to poverty reduction and educational reform in return for extra aid. Seven countries - Burkina Faso, Guinea, Guyana, Honduras, Mauritania, Nicaragua and Niger – are expected to be the first beneficiaries, if both sides can agree on how to implement the scheme.

National policy to strengthen voluntary sector soon

The Centre will soon formulate a national policy to involve the voluntary sector in development efforts. The first meeting of the reconstituted joint machinery for collaborative relationship voluntary organisations on Wednesday decided that a draft policy would be prepared in 45 days, and circulated among its members for their comments. Within 15 days of receiving their comments a final policy would be ready, the Deputy Chairperson, Planning Commission, K.C. Pant, told reporters after the meeting.

The Tenth Plan set 11 monitorable target covering wide spectrum of issues, most of which are also issues of concern to the voluntary sector. “If we make these issues nucleus of voluntary programmes, the targets will be easy to achieve,” he said. Stressing the need for an institutional framework for developing the voluntary sector so that they could act as State’s partners in areas of socio-economic development. Mr. Pant said voluntary organisations should play the role of catalysts and keep a check on the use of public money.

The meeting also agreed that a second policy documents on growth of professionalism and core competencies in the voluntary sector **would** also follow. Together, these **two** documents would clear the existing gaps in policy and facilitate coordinated development work in the State. “Strengthening of voluntary sector will ultimately lead to the strengthening of democracy where people have a greater role to play in nation-building,” he said.

Delhi literacy drive : turnout good, result poor

The TLC was launched in March 1996 to cover six lakhs illiterates in the age group of 15-35 years in the entire national capital territory region. The TLC is a part of the Total Literacy Mission launched by the late Prime Minister Rajiv Gandhi in 1998. However, Data available with the directorate of adult education of the Union HRD ministry reveals that the capital city has not only moved at a snail's pace in implementing the programme with less than 25 percent students entering into the prime-III level, but also shown very little interest in pushing the scheme.

The annual report published under the Literacy Campaigns in India speaks of dismal performance in the campaign. The target beneficiaries under the TLC have stuck at 6.59 lakhs ever since 1996 while the effective enrolment has slightly moved up from 5.13 lakhs in 2001 to 5.43 in 2002, indicating interest among the beneficiaries. However, the Delhi government seems to have failed to tap this interest. Less than 25 percent of the total enrolment, from 1.08 lakhs to 1.11 lakhs, have been able to reach to primer-III level.

The total enrolment achievement rates at primer I and primer II levels are a mere 34 percent and 21 percent respectively. An interesting fact revealed in the report is that while the number of enrolled illiterate women has increased, very few have become literate in actual terms. There report is silent on the

benefits provided to the Scheduled Castes and Scheduled Tribes under the Scheme. Of the total allocation of Rs 403.87 lakhs, only Rs. 231.99 lakhs has been issued while Rs 291.43 lakhs remain as balance.

The state directorate has not taken care to send regular monthly progress reports, neither has it conducted the monthly monitoring meetings to evaluate the campaigns. This despite the fact that the campaigns are structured to be area specific, time-bound, cost effective and outcome-oriented with the thrust being on the attainment of pre-determined norms of literacy and numeracy.

Pointing out that the implementation of the literacy campaign has been tardy in Delhi, officials at the National Literacy Mission, a monitoring agency of the literacy campaigns in the country, said in the absence of regular reports, no external evaluation has been done on the schemes.

The NLM has observed that all the three projects are far behind the achievement target of 60 percent requiring urgent external evaluation. Reacting to several reminder, the Delhi government did submit a two-page district proforma two years back.

However, no break-up of males, females, scheduled Castes and Scheduled Tribes was furnished in respect of the survey details, enrolments and achievements. Delhi moved ahead to take the fifth

rank in terms of literary rates in the census 2001 from sixth position in 1991. Out of the nine districts, the literary rate of all the districts is above 50 percent. There is not a single district in which the female literacy rate is below 30 percent



E-learning programme

A new e-learning programme for professional and adult learners was launched at the US Embassy. The "Environmental Impact Assessment for Energy Sector Projects" course is being sponsored by the US Agency for International Development (USAID), which will be available both on CD-ROM and Internet.

This programme provides an overview of the environmental impact assessment (EIA) and the social impact assessment (SIA) process for energy project in India, Bangladesh, Bhutan, Maldives, Nepal and Sri Lanka. It will also enable the people involved in the process to understand the requirements applicable to other countries of the region.

The programme has been developed by the Academy for Educational Development (AED) in association with the School of Environmental Management and Sustainable Development (SCHEMS) of Pokhara University, Nepal, under the USAID's South Asia Regional Initiative Energy (SARI/Energy) programme.



Meeing Total Literacy Target in Indina a difficult task

UNESCO, Which was initially optimistic about India's claims of total literacy by decade-end, has now started expressing reservations. A recent report of the UN body says universal elementary education may elude the country even around 2015, five years after the Vajpayee government's deadline. Twenty-eight countries may not be able to achieve the goals of universal primary education, gender equality and halving of illiteracy rates by 2015, according to the UNESCO's Education For All (EFA) Global Monitoring Report-2002. Most of these countries are in sub-Saharan Africa, but the group also includes India, China, Pakistan and Bangladesh. The effectively pours cold water on HRD Minister

Murli Manohar Joshi's plans put to every India child through at least eight years in school by 2010. The Sarva Shiksha Abhiyan (SSA), approved in 2000 and launched with much fanfare the following year, envisages enrolling all children over five in schools by 2003, so that they complete Class-V by 2007 and Class-VIII by 2010.

UNESCO has advised governments to increase their basic education budgets and distribute foreign aid more effectively. Prime Minister Atal Bihari Vajpayee heads the SSA Mission, which indicates the government's high stakes in the project Joshi has already expressed concern at the slow pace of implementation of SSA in the states. Nineteen states are

yet to file their plans on how they propose to put SSA into action. The minister recently pulled up the Mayawati government in UP for its lackadaisical approach. He recently told Hindustan Times that SSA is backed by a Cabinet approval to send funds directly to SSA Samitis in each state. "Most of states want the money to go to them first and then to the Samitis, but I want to take them directly to the beneficiary groups," he said.

An annual outlay of Rs. 10,000 crore was initially promised for SSA, but the actual disbursement has been only about 10 percent. Facing a funds shortage, the Finance Ministry opened talks earlier this year with the World bank for a \$ 2 billion loan.



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Distance Education reduced to farce in Punjab

Franchises to teaching shops raise Eyebrows

Distance education has come to stay. As part of its national policy the Government of India has decided to raise the percentage of population in the (age group of 17 to 23) higher education category from the abysmally low of 7 percent by the end of the Tenth Plan (2008).

While some prestigious universities of the country have been using distance education as a mode of imparting higher education, both nationwide as well as across the borders as per the norms, certain universities are encouraging the "educational shops to sell degrees". Of course, distance education will help raise the percentage of higher education in the country, apart from enhancing the income of universities facing acute financial crisis. But the step amounts to compromising the quality of education in a big way.

At least 50 universities of this country are operating in Punjab alone which impart higher education through distance education. In some cases franchises have been given to

persons who operate from shop-cum-offices. What is worse, a number of technical, professional and conventional courses have been sanctioned to such study centres which are unable to match with international standards in the age of globalization though distance education will raise the percentage of higher education, it will also increase the number of unemployed in the educated sector in years to come.

It is learnt that while giving franchise, universities especially from other states, do not bother whether the persons running institute of higher learning have proper infrastructure or staff. The rejection rate by inspection committees is almost nil.

The universities, which have been imparting higher education through distance education in Punjab, are Kurukshetra University, MDU, Rohtak, Annamalai university, Andhra Pradesh, Chaudhary Charan Singh University, Meerut, Manipal University, Himachal Pradesh

University, CV Raman University, Sai University and Rai University.

contd on page 6

2004 to be Science Popularisation Year

Prime Minister Atal Bihari Vajpayee is likely to announce 2004 as Science Popularisation Year during the National Science Congress scheduled to begin on January 3. "A Cabinet note for dedicating 2004 to science popularisation and contours of its programme has been prepared and Chandigarh could be the place from where the prime Minister could announce the detailed programme."

Chandigarh, Punjab, Haryana, Himachal, Jammu and Kashmir and Uttaranchal would figure mainly in the programmes being given the final touches, he said. Inter-ministerial and core committees for the purpose had been formed and the approval of the Cabinet was awaited, he said. This time the theme of the programmes would be water and sanitation; health and hygiene; soil conservation and bio-diversity protection, among others, to make it a mass movement as a large number of people would be able to identify themselves with these issues.

Literacy boom makes way for libraries in Rajasthan

Rajasthan would soon catch up with the rest of the development States in library movement with the launch of Mahatma Gandhi Public libraries and reading rooms in the State. The occasion was marked by ceremonial opening of such a centre at Baniana village in Dausa district by the Chief Minister, Ashok Gehlot.

The planners in the State are of the view that the move, though belated when compared to highly literate States like Kerala, would go well with the advances recently made in literacy.

The increase in the circulation of local newspapers and the

general increase in the reading habits of the people, especially youngsters, are a good augury which could be utilised for further advancement of the knowledge base, it is being pointed out.

The State Education Secretary, Vinod Zutshi, said here that in the first phase of the campaign 4,173 libraries along with reading rooms would be opened in 19 districts. Ajmer, Sikar, Banswara, Nagaur and Chittorgarh would, have such libraries in all the gram panchayats in the current phase.

The State Government would initially sanction Rs. 45,000 each to the libraries which would be run

by a committee of local people/ panchayats with the support of the panchayat samitis, Zila parishads and the Centres for Continuing Education.

In the current phase, a maximum of 461 libraries would be opened in Nagaur followed by 391 in Chittorgarh, 329 in Sikar district, 300 each in Bharatpur and Alwar, 276 in Ajmer, 260 in Jodhpur, 235 in Banswara, 200 each in Jhunjhunu, Dungarpur, and Tonk, 181 in Bundi, 150 each in Churu and Pali, 100 each in Kota, Jaisalmer and Baran and 50 in Dausa. The remaining 13 districts would have such libraries by March 2004.

Involving community for furthering education

The Movement for Alternatives and Youth Awareness (MAYA) brought together teachers, educationists and activists here over the week-end to share its experience of "Prajayatna", a study which seeks to bring about a change in the education system through community ownership.

A Karnataka-based non-government organisation, MAYA has been involved with child right and eradication of child labour since 1989. Introducing the study, a member of MAYA, Srija, said: "For there to be a systematic change in the existing education model there has to be a citizens' efforts. We work with child labour and present them with school as an alternative to work. But we found that though they enrolled in schools, they dropped out soon. We then started looking at what

was wrong with the school system. We found that the pattern that emerged in Karnataka was not unique.

Working with the community at the village level in six districts across Karnataka, MAYA found that without active participation of parents, teachers elected representatives, civil society and government functionaries, educational reforms cannot be sustained. Lack of accountability and transparency within the system and with no community control, made teaching in schools often irrelevant for children.

To change the scenario and make education more in sync with the community's vision of schooling, "Prajayatna" found that it was important to evolve the democratic process within the community so that they can

articulate their needs, find solutions, build partnerships that take into account their indigenous skills and capacities.

The "Prajatyana" model was simple. It involved the community at various levels to facilitate alterations in the teaching system. To get the community engaged in the process to change the education system, MAYA launched a School Information Campaign.

Collecting data on various aspects pertaining to schools from infrastructure to teacher-child ration and drop-out rates, this information helped the village community to understand the issues and set the context for village meetings on education at the "Shikshana Gram Sabha"

The Sabha is a mixed group comprising parents, gram

contd on page 7

५२ वां अखिल भारतीय प्रौढ़ शिक्षा सम्मेलन गुडगांव (हरियाणा)

अक्टूबर ३१ - नवम्बर २, २००३

भारतीय प्रौढ़ शिक्षा संघ प्रजापिता ब्रह्मकुमारी इश्वरीय विश्वविद्यालय के सहयोग से ५२वां अखिल भारतीय प्रौढ़ शिक्षा सम्मेलन गुडगांव (हरियाणा) में दिनांक ३१ अक्टूबर से २ नवम्बर २००३ तक आयोजित कर रहा है।

सम्मेलन का विषय है - " प्रौढ़ शिक्षा में मूल्यांकन : विगत अनुभव एवं भावी रणनीति "। इस सम्मेलन में प्रतिभागिता हेतु हम अपने पाठको को सादर आमंत्रित कर रहे हैं। कृपया अपनी स्वीकृति १५ सितम्बर तक भिजवाने का कष्ट करें जिससे सम्मेलन की व्यवस्था इत्यादि का ब्यौरा आपको भेजा जा सके।

सम्मेलन में आवास व्यवस्था "ओम् शांति रिट्रीट सेन्टर, बोहड़ा कलां, पटौदी रोड, गुडगांव (हरियाणा)" में की गई है। आवास व भोजन शुल्क ३००/- रु० प्रतिभागियों को स्वयं वहन करना होगा। यह सब्सिडाइज्ड शुल्क और सम्मेलन के तीन दिन की अवधि के लिए है तथा सभी प्रतिभागियों के लिए अनिवार्य है।

डेलीगेट शुल्क २००/- रु० है। इच्छुक व्यक्ति प्रतिभागी कुल ५००/- रु० का बैंक ड्राफ्ट जो कि "भारतीय प्रौढ़ शिक्षा संघ" के नाम दिल्ली में देय, १५ सितम्बर, २००३ तक भेजने की कृपा करें।

प्रतिभागी अपने आने जाने की यात्रा का आरक्षण अपने निकटस्थ रेलवे स्टेशन से स्वयं सुनिश्चित कर लें। गुडगांव में आरक्षण कराना बहुत कठिन होगा।

रिसर्च मेथडोलाजी एवं प्रौढ़ शिक्षा में नवीनतम विकास कोर्स दिसम्बर ३-१२, २००३

इन्टरनेशनल इन्स्टीट्यूट आफ एडल्ट एण्ड लाईफ लॉग एजुकेशन (आई आई ए एल ई) "रिसर्च मेथडोलाजी एवं प्रौढ़ शिक्षा में नवीनतम विकास" पर एक दस दिवसीय पाठ्यक्रम का आयोजन कर रहा है। प्रौढ़ एवं सतत् शिक्षा में शोध करने की आधारभूत दक्षता प्रदान करने हेतु तथा प्रतिभागियों को प्रौढ़ शिक्षा की वर्तमान सरकारी कार्यक्रम एवं नीति से अवगत कराने के लिए इस कोर्स को आयोजित किया जा रहा है।

पाठ्यक्रम का आयोजन दिल्ली में दिनांक ३ से १२ दिसम्बर, २००३ किया जाना है। इस आवासीय पाठ्यक्रम का आयोजन इन्टरनेशनल इन्स्टीट्यूट आफ एडल्ट एण्ड लाईफ लॉग एजुकेशन, नई दिल्ली द्वारा ग्रुप आफ एडल्ट एजुकेशन, जवाहर लाल नेहरू विश्वविद्यालय के सहयोग से भारतीय प्रौढ़ शिक्षा संघ के परिसर में किया जाएगा।

पाठ्यक्रम में निम्नलिखित विषय सम्मिलित किए गए हैं - एजुकेशन फार आल - डकार घोषणा, आजीवन शिक्षा पर हेमबर्ग घोषणा, सतत् शिक्षा स्कीम सहभागी प्रशिक्षण एवं शोध, सेल्फहेल्प समूह संगठित करना, मुक्त आधारभूत शिक्षा, मीडिया की भूमिका, शहरी साक्षरता के प्रश्न, साक्षरता का महिलावादी दृष्टिकोण, सतत् शिक्षा का नवाचारी कार्यक्रम, नवसाक्षरों हेतु साहित्य सृजन, इथनोग्राफिक तथा सर्वे रिसर्च, संख्यकीय तकनीक, जनशिक्षण संस्थान एवं राज्य संसाधन केन्द्रों की भूमिका चुने हुए शोध एवं प्रकाशनो की विवेचना तथा प्रतिभागियों को कम्प्यूटर प्रयोग अवसर प्रदान किया जाएगा।

व्याख्यान हेतु दिल्ली विश्वविद्यालय, जे० एन० यू० जामिया, मिलिया इस्लामीया विश्वविद्यालय, इन्दिरा गांधी राष्ट्रीय विश्वविद्यालय, नेशनल इन्स्टीट्यूट आफ ओपन स्कूलिंग, नेशनल इन्स्टीट्यूट आफ एडल्ट एजुकेशन, प्रौढ़ शिक्षा निदेशालय तथा इन्टरनेशनल इन्स्टीट्यूट आफ एडल्ट एण्ड लाईफ लॉग एजुकेशन से विद्वानों को आमंत्रित किया गया है।

आई० आई० ए० एल० ई० के इस कोर्स की रियायती फीस ३०००/- रु० (तीन हजार रुपये) प्रति व्यक्ति है जिसमें भोजन एवं आवास व्यवस्था तथा पाठ्यक्रम सामग्री पर होने वाला खर्च शामिल है। पाठ्यक्रम में सम्मिलित होने के लिए प्रतिभागियों को अपने आने जाने की यात्रा व्यवस्था स्वयं करनी होगी।

कोर्स की फीस (रु० ३०००/-) International Institute of Adult & Lifelong Education के नाम बैंक ड्राफ्ट द्वारा जो कि दिल्ली में देय हो, श्री आर० एन० महावात रजिस्ट्रार, इन्टरनेशनल इन्स्टीट्यूट आफ एडल्ट एण्ड लाईफलॉग एजुकेशन, आई० ए० ई० ए०, १७-बी, आई० पी० एस्टेट नई दिल्ली ११०००२ को ३० सितम्बर, २००३ तक प्रेषित की जानी चाहिए।

Dr. Om Shrivastava passes away

Dr. Om Shrivastava a committed social development worker and veteran adult educator passed away a few days back. He was life member of IAEA and was closely associated with the programmes of association specially in Rajasthan. Dr Om was also connected with other national and international level organisations. He had been the Associate Secretary of IAEA also.

M-P set to achieve universal access to elementary education

With the opening of 10902 middle schools, the Government of Madhya Pradesh is set to achieve a major development goal of universalizing access to elementary education. The constitutional commitment to provide educational opportunities to all children in the age-group of 6-14 is now being met in the state. The Rajiv Gandhi Shiksha Mission of the state government had universalized access to primary education in 1998. The Mission has again delivered on time its expanded mandate of universalizing access to elementary education.

The Chief Minister, Mr Digvijay Singh, had converted selected development goals like universal elementary education, accelerating total literacy, watershed management and community health into Missions. The state coordinator of the Rajiv Gandhi Missions R.Gopalakrishanan, says with the universalization of access to elementary education all major goals set for the Rajiv Gandhi Mission have now been met.

While the Shiksha Mission has achieved all targets of Universal access to primary education, elementary education, and growth in literacy, the Watershed Mission has achieved its target of both covering 7800 villages for integrated watershed management and making it grow into a people's movement covering all villages through Pani Roko Abhiyan.

The Mission on Community Health started later has also completed its target of positioning

two community health activists in each village in the form of barefoot doctor or Jan Swasthya Rakshak and a trained birth attendant. Missions have proved that clear target with milestones can be set and achieved in the social sector. With the target for access having been met, the Shiksha Mission now moves to focus on improving quality. A People's Education Act or a Madhya Pradesh Jan Shiksha Adhiniyam, the first of its kind in the country, has been enacted to cover all issues of quality comprehensively.

The Act makes the state accountable for quality through Public Education Reports that report on academic performance at the school level, District level and the state level. Districts and state-level reports will be on the basis of political constituencies and the state-level report will be placed in the Vidhan Sabha each year.

CBSE course on disaster management

The CBSE has introduced country's first course on disaster management. The course is prepared in collaboration with the home ministry and the United Nations Development Programme.

The board has come out with a publication 'Together towards safer India' on disaster management. The text matter has been introduced as a part of the 'front line curriculum' in Social Science for class VIII.

India's first computer-literate village

Chamravattom village, in Triprangode panchayat of Kerala's Malappuram district, will stake a unique claim to fame: the scenic hamlet on the bank of the Bharathapuzha, is slated to become the nation's first 100 percent computer-literate village. At least one member of every family in the village - there are 850 families - will have completed basic computer literacy training. He or she can not handle a personal computer, create and edit pictures, compose text using a specially-designed Malayalam language tool, surf the Internet telephone voice calls.

They have been learning these skills at the local "Akshaya" centre, a one-room facility equipped with five PCs a server and printer with a dial-up Internet connection. The exact day when Chamravattom completes its self-appointed task can be predicted with accuracy because for two months now, villagers have been keeping the centre busy with nine or ten 90-minute teaching shifts everyday, Sunday included. Every slot is booked in advance. Housewives take the afternoon slots. The men come late in the evening. And every one of them will complete 10 lessons each, using a specially-developed interactive CD-based tutor, attractively packaged with a Malayalam commentary, animated games to help illustrate the concept of tools such as mouse, keyboard and a microphone-headphone combo. After they have completed the 15 hours of instructional the learners take an online test.

August 11, 2003

TO THE MEMBERS OF IAEA

SUB : INVITATION FOR 52nd ALL INDIA ADULT EDUCATION CONFERENCE,
GURGAON (HARYANA) OCT. 31-02, NOV. 03

Dear friend,

It gives me great pleasure to inform you that the Indian Adult Education Association – in collaboration with Prajapita Brahma Kumaris Ishawariya Vishav Vidyalaya will be organizing its 52nd All India Adult Education Conference in Gurgaon (HARYANA) from 31st October to 2nd November, 2003.

The theme of the Conference is "Evaluation in Adult Education: Past Experiences and Future Strategies".

I shall be grateful if you could kindly attend the conference. You are requested to convey your willingness to attend the Conference by 15th Sep, 2003 at the latest to enable us to send confirmation and other details of the Conference.

The lodging arrangements will be in 'Om Shanti Retreat Centre, Bohra Kalan, Pataudi Road, Gurgaon'. The boarding and lodging charges will be borne by the delegates. The subsidized charges will be Rs.300/- for all the three days and will be compulsory for all the delegates.

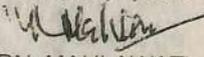
Delegation fee is Rs. 200/- per delegate. The Bank Draft of Rs. 500/- (Total) per delegate be sent to the undersigned by 15th September 2003 in favour of "Indian Adult Education Association" payable at New Delhi.

Delegates may kindly ensure their return reservation from their starting station well in advance, as it will be difficult to make reservation on arrival in Gurgaon.

Looking forward to hearing from you.

With regards,

Sincerely yours


(RN MAHLAWAT)
General Secretary

August 11, 2003

TO ALL MEMBERS OF IAEA

SUB : INFORMATION ABOUT GENERAL BODY MEETING OF IAEA

Dear friend,

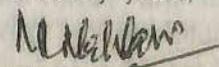
A meeting of General Body of the IAEA will be held at 'Om Shanti Retreat Centre, Bohra Kalan, Gurgaon (Haryana)' on 1st Nov 2003 at 5.00 PM.

The following will be the agenda :

1. To confirm the minutes of the last meeting held in Dindigul (TN) on 28 Dec, 2002
2. To adopt the Report of the Association for 2002.
3. To adopt the Audited Statement of Accounts for the year 2002-2003
4. To appoint the auditors for the year 2003-2004.
5. Any other business with permission of the Chair.

With regards,

Sincerely yours,


(RN MAHLAWAT)
General Secretary

N.B. 1. Copies of audited statement of accounts can be had on request from IAEA Office otherwise they will be available at the Conference Office at Gurgaon from 30 Oct., 2003 onwards.

Cabinet to clear plan to boost girls' education

With a view to provide greater impetus to the education of girl children in the country, Cabinet cleared the ambitious "National Programme for Education of Girls at the Elementary Level" plan, drafted by the human resource development ministry

The girl child programme, part of the Sarva Shiksha Abhiyan, aims to provide coordinated efforts to ensure necessary support services to enhance the girls' participation and performance in the elementary education, to build community support and provide conducive environment for the girls' education. Sources said the scheme is to be implemented in 2,198 educationally backward blocks and selected urban areas. These blocks are those where rural female literacy is less than the national average and the gap between male and female literacy greater than the national average. The scheme is based on cluster approach and each selected block will have an average of 10 clusters. There will be about 22,000 clusters where the scheme will be made available.

The scheme provides additional incentives for girls like free uniform, stationary and work books. The scheme has an allocation of Rs. 1,064.80 crore for the Tenth Plan with overall outlay of Rs. 17,000 crore provided for the SSA

Distance Education.....

contd from page 1

Punjab Technical University, Panjab University and Punjabi University Patiala had started distance education much earlier, but Guru Nanak Dev University is the recent player in the region. It has given sanction to as many as 36 affiliated/associated institutes (including certain academies) to teach various courses under the distance education programme. Many universities (Except Guru Nanak Dev University) have compromised on the eligibility criteria while enrolling candidates. The percentage for enrollment for a regular candidate has been fixed higher than for those appearing under distance education programme.

Though Guru Nanak Dev University claimed to treat all students (whether regular or those enrolled under distance education programme) on par yet it is practically difficult to check mass copying during the examination. However, Dr. S.P. Singh, Vice-Chancellor, claimed that a permanent observer appointed by the university sits throughout the examination to ensure fair exams.

However, the result of BBA (Bachelor of Business Administration) of Jagannath International Management School, New Delhi (Under the distance programme of GNDU) has raised many eyebrows. Only three out of 90 students have been declared pass. While Dr. S.P. Singh attributed the

low pass percentage to the foolproof examination and evaluation system of the university, yet it is said that the inspection committee had approved (BBA) to be run by a centre that did not have proper infrastructure to impart this professional course.

Moreover, the university does provide for personal contact programme (PCP) for imparting better education under the new system.

Dr. S.K.Verma, Director Distance Education, claims that Guru Nanak Dev University does not compromise on quality education like PTU that had given franchise to centres (some operating from single rooms).

Justifying the launching of distance education, Dr S.P. Singh says Guru Nanak Dev University has been included by the Ministry of Human Resource Development (HRD) for liberal funding under the distance education programme. He says apart from fulfilling its social obligation under the national policy, the university will be able to create more financial resources.

He says the annual budget of the university is only Rs 54 crores (including 14 crore state grant). Hence, it is difficult to run the university without generating its own funds. Educationists feel distance education needs to be streamlined if the centre and state governments are sincere to impart quality higher education.

Six percent schools in punjab without teachers

Six percent of the schools in Punjab, picked up at random, are without teachers while 20 percent schools have one teacher, reveals a survey conducted in all 216 primary education blocks in 17 districts of the state in May this year.

As many as 1735 schools, including 1276 primary 177 middle, 172 high and 110 senior secondary, besides 263 schools in the vicinity were surveyed by Education Department officials during the Jan Sampark Abhiyan III.

Out of the 1394 schools, 79 schools (6%) did not have any working teacher, while 283 schools (20%) have a single teacher. The survey reveals that 17 percent schools in Sangrur, 14 percent in Fatehgarh Sahib, 11 percent in Kapurthala, 10 percent in Mansa and 9 percent in Patiala do not have a single working teacher.

It also brings out a discrepancy in the number of sanctioned posts of teacher in the schools. Interestingly, 31 schools (2%) had no sanctioned posts of primary teacher, while 35 schools (3%) had only one post of primary teacher. The norms require that all schools must have a minimum of two sanctioned posts. It is astonishing to note that 10 percent schools in Mansa District are functioning without any sanctioned post.

The large number of vacancies of teacher which exist at various levels also indicate the quality of education that is being imparted in these schools in view of the shortage of teachers. Of the total

5013 sanctioned posts for primary schools, 1225 (20.11%) were vacant, while there were 273 vacancies in the middle schools out of the 1540 sanctioned posts. Jalandhar has the highest number of vacancies (27.7) followed by Fatehgarh Sahib (24.79%), Patiala (23.02%) at the primary level. On the other hand, Mansa has the highest number of vacancies (37.21%) at the middle-school level followed by Kapurthala (27.42%).

Amritsar has the highest number of vacancies (20.28%) at the high schools level, while Nawanshahr tops with 54.17 percent vacancies at the senior secondary level.

The enrolment and attendance figures are also dismal. While primary schools have 82.77 percent attendance, middle schools have 85.82 percent attendance. Moga has the lowest percentage at the primary level and Amritsar district has the lowest attendance figures at the middle-schools level.

The percentage of attendance at the high schools level is 86.24 percent while it is 85.29 percent for the senior secondary level. While Amritsar district has the lowest percentage of attendance at the high-school level, Sangrur district has the lowest percentage of attendance at the senior secondary level. As many as 29 schools were found closed for one reason or another.

Though the department has undertaken rationalization to adjust surplus teachers in schools with staff shortage, the impact at the ground level does not seem to be there. In 144 schools, where the

enrolment figures range from 80 to 258, there is either no teacher or a single teacher, while in 95 schools, where students are less than 40, two teachers are present. The varying ratio of students and teachers only shows clear mismatch.

Even as the disbursement of grants has to be 100 percent, 293 schools have not received any grant for repair and maintenance purposes while 357 others have not received any grant for the teachers.

Involving community

contd from page 2

panchayat members, children, teachers, "mahila sanghas", youth groups and other members in the community concerned with education. Discussions at the Sabha focused upon taking responsibility for development. The group also decided on what action to take to make these changes happen.

The participation in the Shikshana Grama Sabha was institutionalised through the School Development and Monitoring Committees, (SDMC). The SDMC is a nine-member school committee comprising parents, child followed up all the decision taken by the Sabha.

While "Prajayatna" is not a model that should be imitated, it is an approach that takes into consideration diversity in local situations, members at MAYA believe. And in empowering the community to make changes, it will hopefully make schooling more relevant.



Elementary Education plan launched in Himachal state

The Himachal Pradesh Government plans to achieve the goal of universalisation of elementary education much ahead of the national target of 2010.

The government has launched a Rs 500 crore " Sarva Shiksha Abhiyan" (SSA) project, under which requisite infrastructure will be created and by 2007 all children in the 6 to 14 age group will be enrolled. Besides opening new middle schools, the existing ones will be strengthened and alternative schools will be provided to those who could not attend regular schools.

The SSA is also a step towards bridging the gender and social disparities at elementary

level of education by focusing on education of girls, children belonging to Scheduled Castes, Scheduled Tribes and those who could not afford education because of poor economic status. The Abhiyan is being implemented in all districts of the state and a sum of Rs. 20.18 crore had been spent on it up to June 30. The Government of India has sanctioned Rs. 110 crore under the annual work plans to the state during the current financial year for the purpose. It will be utilised to provide free text books to all girl students, school grants, teacher grants, learning equipment in those schools which have not been covered under Operation

Blackboard. The construction of 1500 class rooms with all amenities has already been approved to provide three rooms each in 500 middle schools of the state.

The programme is being implemented through district institutes of educational training (DIETs). The Deputy Directors of Education in the districts and Principals of the DIETs have been designated as District Project Coordinators and District Project Officers, respectively. The Deputy Commissioners of the respective districts have been made ex-officio chairpersons of the SSA at the district level. ■

REGISTERED NEWSPAPER

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National Literacy Mission Organises International Literacy Day 2003

The Union Minister for Human Resource Development (HRD), Murli Manohar Joshi, said the enabling legislation needed to operationalise the Fundamental Right to Education would be in place soon. He gave this assurance while addressing the main International Literacy Day celebration here in the presence of a large number of policy-makers, NGOs, and Neo-literates from across the country.

Marked by the presence of the Gujarat Chief Minister, Narendra Modi, and Andhra Pradesh Chief Minister, Chandrababu Naidu, the function doubled up as a platform for showcasing the steps taken by the two States and the Centre to help the country shed its dubious distinction of being home to the largest number of illiterates in the world.

While the HRD Minister argued that education would help India discover its true potential, the Lok Sabha Speaker, Manohar Joshi, stressed the need for an effective mechanism for continuing

education to ensure that the neo-literates do not slip back to illiteracy for want of opportunities to read and write. For his part, Mr. Modi focused his speech on the measures taken by the State to improve the literacy rate, bridge the gap between male and female literacy, and reduce the dropout ratio which is the bane of the literacy programme across the country. As for Mr. Naidu, he dwelt at length on the steps taken by his administration to letter every one in the State by 2006; ahead of the national goal of 2010. Also, he urged the Centre to make available a C-band TV channel to all States to allow them to use the electronic medium to educate the masses.

At the function, the Speaker presented the NLM-UNESCO Award to Jan Shikshan Sansthan, Mysore; State Resource Centre, Thiruvananthapuram; and Hemwati Nandan Bahuguna Garhwal University, Srinagar (Garhwal). The HRD Minister presented the Satyen Maitra Award

contd on page 2

PRESIDENT'S MESSAGE ON INTERNATIONAL LITERACY DAY

I am happy to learn that the International Literacy Day is being celebrated every year to create awareness about the importance of education amongst the masses.

Enlightened, value based learning is essential for building an integrated civic society and harnessing the dynamism of our youth for nation building activities. Improving female literacy is a potent tool for promoting rapid socio-economic development to achieve our goal of a developed India. This day also gives us the opportunity to celebrate our human resource potential.

On the occasion of International Literacy Day 2003, I extend my best wishes to all those who are working for the goal of a fully literate India.

A.P.J. Abdul Kalam
President of India

SFI rally asks students to fight for access to education

The Students' Federation of India (SFI) staged a march to Parliament in support of its demand for framing of "adequate Central legislation to empower State Governments in making education accessible to all sections of society.

Joined by the outfit's members from the Capital and neighboring States, the march ended with a public meeting on Parliament Street. Addressing the gathering, Shamik Lahiri, MP, expressed concern over education becoming increasingly inaccessible to common students in the wake of the Supreme Court judgment and urged the students to fight it out.

In an open letter to Parliament, the student outfit has demanded that the Government specify the maximum fees chargeable by the Government and added that it should not be more than the fees charged in Government-run professional institutions. It has further asked that admission be based on Government-managed Common Entrance Tests and the adequate reservation be ensured for students from socially, economically and regionally backward sections.

While pointing out that committees for monitoring and regulating unaided professional institutes be made accountable, it has demanded that standardized and transparent procedure of appointment and service rules as observed in Government institutions be ensured to uphold the quality of teaching".

The SFI, while welcoming the

Supreme Court's recent ruling banning capitation fee, feels that the private institutions are using the judgement to suit their needs. "While the Court's reaffirmation of the rights of minorities to run educational institutions of their own is welcome, we would like to express our gravest concern regarding that part of the decision that grants the management of private unaided institutes complete freedom in matters of admission, fee structure and recruitment," the open letter states. ■

Education for all by year-end? Dream on

The government's ambitious plan of enrolling every child aged between six and 11 years in school by December 31 this year under the Sarva Shiksha Abhiyan (SSA) is unlikely to be fulfilled.

The government also hopes that by 2007, "every child will have completed primary education", and by the year 2010, all these children will have passed the middle school, that is, class eight. However, the enrolment of children by the states and Union territories is very low. It is for them to implement the scheme, a human resource development ministry official said.

He said, "As far as the Centre is concerned, it has sanctioned Rs. 8,000 crore to the states under the SSA. It is to be seen whether the target, which is barely four months away, will be achieved. But it is unlikely because of the tardy implementation by the states. "He pointed out the states lagging behind the enrolment target included Uttar Pradesh, Bihar, Rajasthan, Madhya Pradesh, Orissa and West Bengal.

National Literacy Mission contd from page 1

to the district magistrate/ representative of Muzaffarpur for Total Literacy Campaign, Ballia for Post-Literacy Programme, and Guntur and Bardhaman for Continuing Education.

Special awards were given to 31 volunteer teachers and three NGOs of UP, and five district magistrates of Bihar for their work in the Accelerated Female Literacy Programme (AFLP). The three U.P. based NGOs selected for this award were Ashadeep Gramodyog Sewa Sansthan, Rampur; Chetna Sewa Sansthan, Rampur; and Anan Mahila Kalyan Samiti, Rampur. Instituted for the first time, these awards were also given to the district magistrate of Araria, Kishanganj, Supaul, East Champaran and West Champaran in Bihar for mobilising and Motivating women learners in their district to join AFLP. ■

Periodicals of IAEA

- Indian Journal of Adult Education / International Journal of Adult and Lifelong Education
- Proudh Shiksha (Hindi) (Monthly)
- Newsletter --Literacy & Population (bi-monthly)
- Indian Journal of Population Education (Quarterly)

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New Delhi - 110 002

प्रो. गर्ग को नेहरू साक्षरता पुरस्कार

अन्तर्राष्ट्रीय साक्षरता दिवस के अवसर पर भारतीय प्रौढ़ शिक्षा संघ द्वारा वर्ष २००३ का प्रतिष्ठित ३६वां नेहरू साक्षरता पुरस्कार राजस्थान विद्यापीठ, उदयपुर के कुलाधिपति एवं देश के शीर्षस्थ प्रौढ़ शिक्षाविद् ७६ वर्षीय प्रोफेसर भवानीशंकर गर्ग को उनके ५४ वर्षों के प्रौढ़ शिक्षा, सामुदायिक शिक्षा एवं लोक शिक्षण कार्यों के लिए घोषित किया गया है।

१५ अगस्त १९२८ को जन्मे प्रोफेसर भवानीशंकर गर्ग, प्रखर मनीषी नवाचारोन्मुख शिक्षाविद् कुशल प्रशासक एवं लक्ष्यप्रतिष्ठित समाजसेवक, राजस्थान महिला महाविद्यालय उदयपुर के अध्यक्ष, साक्षरता निकेतन के उपाध्यक्ष, एवं अनेक समाजसेवी संस्थाओं से सम्बद्ध है। वे भारतीय प्रौढ़ शिक्षा संघ के १९८७ से २००१ तक अध्यक्ष रहे। एशियन साउथ पेसिफिक ब्यूरो आफ एडल्ट एजुकेशन तथा इंटरनेशनल फेडरेशन आफ वर्कर्स एजुकेशनल एसोसिएशन नार्वे के कार्यकारिणी सदस्य, राष्ट्रीय साक्षरता मिशन तथा उसकी कार्यकारिणी के सदस्य भी रहे।

यूनेस्को, संयुक्त राष्ट्रसंघ, इंटरनेशनल लिटरेसी इन्स्टीट्यूट के अन्तर्गत उन्होंने ५० से अधिक अन्तर्राष्ट्रीय सम्मेलनों में भारत का प्रतिनिधित्व किया। इंडियन जनरल आफ एडल्ट एजुकेशन, इंटरनेशनल जनरल आफ एडल्ट एजुकेशन, प्रौढ़ शिक्षा आदि पांच पत्रिकाओं के सम्पादक तथा १५ से अधिक पुस्तकों के लेखक रहे हैं। उनके लगभग २०० शोध पत्र विभिन्न पत्र पत्रिकाओं में प्रकाशित हुए हैं।

पुरस्कार समारोह अगामी अक्टूबर माह में आयोजित होगा जिसमें उन्हें ३१,०००/- रु., शाल एवं प्रशस्ति पत्र समर्पित किया जाएगा। ■

शिक्षा के नए उद्देश्यों को तलाशना होगा : जोशी

शिक्षा का उद्देश्य केवल लोगों को शिक्षित करना नहीं होना चाहिए, शिक्षा का मतलब है सुशिक्षित होना और अपने इस उद्देश्य में एनसीईआरटी महती भूमिका निभा रहा है। मुझे आशा है कि देश में प्राथमिक और माध्यमिक शिक्षा को परिषद एक नई दिशा देगा और ऐसे मानस और मस्तिष्क उत्पन्न करेगा जो प्रतिस्पर्धी न होकर सहकारी होंगे। मानव संसाधन विकास मंत्री मुरली मनोहर जोशी ने यह विचार आई आई टी सभागार में रखें। यहां वह राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद (एनसीईआरटी) के ४२वें स्थापना दिवस पर बोल रहे थे। उन्होंने कहा कि कुछ लोग मैकाले, बिलवर और मोये की शिक्षा पद्धति के पिछलग्गू बने रहना चाहते हैं। यह ऐसे लोग हैं जो भारत के ज्ञान, सम्मान और अवाम को कुछ नहीं मानते हैं। यह वही लोग हैं जो खुलेआम यह कहने से नहीं चूकते कि हिंदुस्तान पश्चिम की वजह से ही विज्ञान और कानून को जानता है, जो अपने आप में हास्ययस्पद है। दुनिया जानती है कि पुरातन हिंदुस्तान में न्याय मिलता था, जबकि पश्चिम कानून पद्धति में केवल निर्णय मिलता है। विज्ञान में हमारी योग्यता का लोहा कोई अज्ञानी ही नहीं मानेगा।

जोशी ने कहा कि आज विश्व स्तर पर एक पाठ्यक्रम नीति बनाने की मांग की जा रही है, लेकिन यह समन्वय किस आधार और विचारधारा को रखकर किया जाए, इस पर एक मत नहीं हुआ जा सका है। पश्चिम में बाजार के हिसाब से पाठ्यक्रम बनाए जाते हैं। वहां प्रतिस्पर्धी शिक्षा है जो एक दूसरे को खत्म करने की होड़ पैदा कर रही है। जबकि हम चाहते हैं विश्व स्तर पर पाठ्यक्रम एक हो लेकिन इसका उद्देश्य प्रतिस्पर्धी न होकर सहकारी हो। ■

पढ़ाई वही जो उम्र क्षमता और अनुभव से मेल खाए

दिल्ली के स्कूलों के अलग किताबें तैयार करने का प्रयोग कामयाब होता दिख रहा है। इस योजना के तहत राज्य शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद ने जो पाठ्य पुस्तकें तैयार की हैं, वे भाषा और शैली के लिहाज से विशिष्ट हैं। यह बात लगभग हर शिक्षाविद् मानता मानता रहा है कि स्कूली किताबें की भाषा और शैली ऐसी होनी चाहिए, जो छात्रों की उम्र ग्रहण क्षमता और अनुभव संसार से मेल खाए। लेकिन हुआ यह है कि जटिल विषयों को और भी जटिल भाषा-शैली में उलझा दिया जाता है। असल में पारिभाषिक शब्दों का मोह, प्रचलित शैली का अंधानुकरण और कठिनाई को ही विद्वता मानने की भूल से यह स्थिति पैदा हुई है। खास तौर से साइंस जैसे विषयों में दुरुह किताबें की हमारे यहां कमी नहीं, क्योंकि एक कठिन विषय को आसान तरीके से समझाना लेखक से ऊंचे दर्जे की योग्यता की मांग करता है। उसे न सिर्फ अपने विषय की गहरी जानकारी होनी चाहिए, बल्कि आसान भाषा में समझाने का गुर भी आना चाहिए। इसीलिए दिल्ली की यह कोशिश ध्यान खींचने वाली है। मसलन छठी कक्षा के लिए विज्ञान की किताब को लें। इसमें विज्ञान के अर्थ से लेकर प्राणी जीवन तक हर विषय को समझाने के लिए आसान शब्दावलि के साथ आम फहम उदाहरणों को इस्तेमाल किया गया है। ये सभी उदाहरण छात्रों के रोजमर्रा के जीवन से लिए गए हैं, जैसे चीजों या इंसानों का गिरना गुरुत्वाकर्षण को साबित करने का सबसे अच्छा तरीका है। उसल में साइंस की गूढ़ता हमारे सामान्य अनुभवों की रोशनी में ही सहज हो सकती है। आखिर साइंस की शुरुआत ही इन अनुभवों का रहस्य जानने की इच्छा से हुई है। ■

Govt to stress on value-based education

Value-based education, which inculcates a spirit of nationalism, is a major object of the NDA Government's education policy, Union Minister of State for Human Resource Development Vallabhabhai Kathirai said.

Addressing a press conference, he said several Universities, including Jamnagar, Delhi and Benaras Hindu University, had responded to the Union Government's proposal to start courses in Vedic mathematics and astrology. Several foreign students were also enrolling in the course on "Vedic Philosophy", started by the Delhi University, he added.

Not only Vedic mathematics and astrology, the Government would like to start courses in several indigenous disciplines and knowledge such as yoga and Vedic philosophy," Dr Kathiria said.

The Minister, who was in Kerala to inaugurate a three-day workshop on "National Resurgence in Kochi", said his ministry was open to examining the setting up of an "International Institute of Indian culture and Heritage" in Kerala, if a formal proposal was made. Such a suggestion had been made informally during the discussions at the Kochi workshop.

Denying the charge of "saffronisation of school curriculum, particularly history books, as "wrong propaganda," Dr Kathiria said the Government had only "removed" inaccuracies and negative statements about personalities such as Guru Gobind Singh.

If someone describes Guru Gobind Singh as a terrorist instead of a patriot, we will not tolerate it," he added.

Stating that the Government would like to fulfil President A P J Abdul Kalam's "Vision 2020 to make India a developed country, Dr. Kathiria said the country needed to improve its higher education to make it more science and employment-oriented.

As against the developed countries' norm of 20 to 40 percent of the students getting higher education, in India only six percent of the students received college and university education. The Government aimed to increase this to ten percent in the Tenth Plan Period, he added.

In another major initiative, the Government had started the "Sarva Shiksha Abhiyan" to spread literacy and was allocating Rs. 4,900 crore every year to the States for the purpose.

State like Kerala, which had achieved cent percent literacy, could utilize the funds by focusing on technical education and computer literacy, the minister added.

In a bid to know first hand the problems and schemes of various universities, a state-wise interaction with Vice-Chancellors had been started, he said.

The incidence of ragging in educational institutions across the country had come down and the recent case at IIT, Delhi, was not the norm, Mr. Kathiria said.

Answering a query on the

contd on page 7

Centre asks State Govts to achieve targets

UPSET With the tardy progress in implementing Sarva Siksha Abhiyan (SSA) by Uttar Pradesh, Bihar, Orissa and Jharkhand, the Centre has asked the State Governments to gear up to achieve the target. Union Education Secretary S C Tripathi directed UP Chief Secretary to initiate steps for speedy implementation and also commit the programme to a time-Bound implementation schedule. " After almost three months since my meeting with you, it was felt that the State project officer and the department basic education would have drawn up and executed an action plan with vigour and commitment, but the reports reaching us indicate a very slow and poor progress. There seems as yet, no progress in recruiting teacher or opening of EGS/AIE," he said.

He reminded the State Governments that all the schools and lakhs of teachers under the scheme have been sanctioned grants recurring in nature. The Project Approval Board of the SSA had approved the annual budget of Rs. 1,276.48 crore for Uttar Pradesh and released the first instalment of the Central share of Rs 258.63 crore. The programme is aimed to benefit around 43,00,000 children in the State. Similarly, Mr Tripathi, told Bihar Chief Secretary K A H Subramanian that "the entire State machinery needs to be geared up for implementing the SSA. While the State would have to take quick decisions on the opening of

schools and appointment of teachers, the education machinery at the State and district level would have to ensure that the implementation of the programme takes place expeditiously".

An amount of Rs 935.75 crore had been approved for the implementation of the SSA in Bihar. Asking the State Government to pass on the grants to Vidyalaya Shiksha Samitis within 15 days of receipt of funds, Mr Tripathi reminded that the funds allocated last year had lapsed, as this could not occur last year. Coming down heavily on the Orissa Government, Mr Tripathi said: "Recent reviews have revealed that the pace of implementation and progress of the SSA in Orissa is not satisfactory and the challenges of all children in school along with the achievement of the goals set out in the Annual Plan will remain a distant dream if the programme is not geared up for peak performance in the year 2003-04. In fact, expenditure during 2002-03 was Rs. 12.05 crore against the Central release of Rs. 22.14 crore." As much as Rs. 571.13 crore was approved for Orissa.

The SSA has evolved from the recommendations of the State Education Ministers' conference, held in October, 1998 to pursue universal elementary education in a mission mode. The programme covers the entire country and addresses the need of 192 million children in 11 lakh habitations. Excising 8.5 lakh primary and upper primary schools and 33 lakh teachers would be covered under it. The SSA has a special focus on girls and children of weaker sections. ■

A movement to education slum children

With the objective of building a strong foundation for "reading to learn" through "learning to read", a unique story-telling session was organized for children on the eve of World Literacy Day to mark the formal launch of the Read-India Movement in Rajasthan. The campaign is based on the accelerated reading technique devised by experts.

The organizers, Pratham - an NGO providing education mainly to the slum children - emphasized that learning to read would lead to growth in vocabulary, improvement in comprehension and enhancement of simple writing skills.

Pratham is also providing a large number of entertaining and instructive books to both the school-going children and the dropouts.

Children participating in the programme at the historic Albert Hall in Ramniwas Garden here read out fairy tales from story books and enjoyed the nuances in their own innocent style. The former Rajasthan Chief Secretary, M. L. Mehta, began the session with a rendering of "Chiriyi Ud Gayi Phurr" (the bird flew away).

Pratham's managing Trustee for Rajasthan, K.B.Kothari, said this was the first reading session organized in public and the simultaneous events had been held in the slum area in Jodhpur and Kishangarh as well. The participating children were mostly from poor families, who were either out of school or had dropped out.

"To be able to read fluently in

45 to 60 days is no mean achievement either for an illiterate person or for children already in the third, fourth or fifth standard. But that is exactly what Pratham is doing," Mr. Kothari pointed out.

A recent survey of children - numbering about 6,000 and between 6 to 14 years after 45 days of summer reading camps - has revealed an extraordinary progress with 68 percent of child being able to read paragraphs and 30 percent reading words and letters, while only 2 percent were unable to read.

These results are "spectacular", according to Pratham, when compared with the levels of reading ability prior to the camps when barely 11 percent could read paragraphs with varied fluency, 23 percent could read words but no more, 25 percent could identify letters and the remaining 41 percent could read nothing.

Pratham's accelerated reading programme is partly based on the methodology devised by the noted educationist, A.K. Jalauddin that ensures that a child learns to read fluently within a few weeks. About 1.60-lakh underprivileged children in the States as diverse as Karnataka, Maharashtra, Uttar Pradesh, Delhi, Gujarat and Rajasthan have already gained from the programme.

Mr. Kothari pointed out that all that was needed for these children was an institutional backing. Pratham expects that with the continuing support of State Governments, it would be able to reach out to these children within the next five years.

contd on page 7

South Asia Meeting of Education Ministers on EFA

The Islamabad Declaration, 2003, reiterated that education is the most critical lever for alleviating poverty, empowering people, and ensuring peace, solidarity and prosperity. Noting the significant diversities among the countries with respect to size, geography, culture, social dynamics, level of economic development, the common cross cutting themes of quality improvement, gender parity and resource mobilization, were taken as the most serious challenges in the region to achieving EFA by 2015. The partnership of government and civil society organizations at all levels in planning, implementation and monitoring goals is a stated commitment.

On Quality, the Islamabad Declaration is committed to providing free, inclusive, gender responsive quality basic education for all including all marginalized and vulnerable groups. While promoting principles of tolerance, peace and harmony the Declaration calls for improving all aspects of quality education so that recognized and measurable learning outcomes are achieved by all learners. The Declaration also calls for the involvement of learners, parents, teachers, community, civil society organization and government collectively in, firstly, distinguishing the three aspects of learning outcomes, that is, achievement, attainment and meeting the essential quality outcomes, and, secondly assessment of

educational quality, for most accuracy. Programmes that have demonstrated quality outcomes would be scaled up. Promoting access to ICTs is also on the quality agenda, as a cost effective quality learning tool for all students and teachers for transformation towards knowledge-based societies. All this would be done within a frame of enhanced inter-sectoral linkages and simultaneous attention to both quality and access, taking care that one is not used as a trade-off against the other.

On Gender the Declaration commits to : ensure that goal 5 of the Dakar Framework of Action is explicitly addressed in all EFA plans i.e., develop and implement gender-sensitive programming addressing quality learning needs of girls and women; sensitize partners and stakeholders, particularly the ministries of education, on gender issues and build their capacity in gender analysis and gender mainstreaming to ensure implementation of the goals and strategies; encourage the media to promote broad-based discussions on gender issue and promote positive role models to counter gender stereotyping; recognize and appreciate the role of NGOs in promoting gender equality at all levels and extend full support including resources to their work; and, finally to promote adult literacy in general and especially for women in the context of the United Nations

Literacy Decade (2003-2012) and in the spirit of the Dakar Framework.

On Financing the Declaration calls for making available adequate financial resources to implement and sustain EFA programs to achieve the EFA goals by 2015, with government to allocate progressively a minimum of 4 percent of GDP to education. International agencies and the donor community are also urged to honour the commitment made at Dakar for (a) adequate external financing of EFA Goals, (b) better coordinated and more transparent aid to education and (c) ensuring urgent, more extensive and broader debt relief and / or debt cancellation for basic education, with the G-8 countries to expedite the finalization of the procedures for Plus-5 countries and the consequent release of funds against the Fast Track Initiative (FTI), to accelerate progress towards achieving the EFA and Millennium Development Goals in the region. The imperative of tapping domestic resources through public private partnerships was also emphasized, for creating an enabling environment in which civil society organizations will undertake access and quality initiatives for EFA.

A commitment was made to enhance substantially allocation for formal, non-formal education, adult literacy and early childhood care and education (ECCE) as areas that are often given low priority. Signatories undertook to

provide reliable and consistent databases, through involvement of all stakeholders and regular monitoring of progress towards EFA goals and targets including periodic assessments. Another neglected area is that of the information on the quantum of contribution of household and private sector to EFA, for which a database will be developed. The Declaration states the need for urgency in enhanced and predictable resource mobilization and allocation to education to meet financing gaps and targets in a timely manner. All these commitments are placed in context of enhancing timely disbursements and efficient and transparent utilization of budgetary allocation at all levels.

Lastly, the financing section of the Islamabad Declaration calls for promotion of local and school based planning and budgeting to ensure community participation and ownership for effective resource utilization. This issue of decentralization of planning, budgeting and implementation is to be the focus of the next ministerial meeting of EFA of the education ministers of the South Asia Region to be held in 2005 in Dhaka, Bangladesh, along with assessing the implementation of the Islamabad Declaration. ■

Govt to stress

contd from page 4

ragging of first year student at IIT, Delhi, which led to the expulsion of some students from the hostel, he said at a press conference here that the situation in

professional colleges was not as bad as few years ago.

"Incidents of ragging are coming down. Principals and deans are keeping an eye. Ultimately, it depends on the individual colleges," the Minister said.

Asked if the Human Resource Development Ministry proposed to do anything in the wake of the IIT Delhi incident, Dr. Kathiria said it was a "local matter" and it was upto the principals to tackle such cases with the help of senior students and the police. "The Ministry can only give guidelines. It cannot be directly involved." ■

A movement to

contd from page 5

Pratham has placed emphasis on reading for the children in Rajasthan in view of the fact that about 40 percent of them are already in the third, fourth or fifth standards, and the rest are either out of school or dropped out who cannot read fluently. The NGO has achieved significant success in other States and also brought together the Government, corporate sector and individuals in pursuit of a common goal.

The "Read India Books" - a new campaign launched by Pratham on the International Literacy Day - will provide a large number of entertaining and instructive books in Hindi and many regional languages. A story book "Kyon Kyon Ladki" written by the Jnanpeeth Award winner, Mahashweta Devi, was distributed to the slum children here on the occasion.

'29% of Delhi under -14 children out of school'

At least 8.48 lakh children in the age group of 0-14 are still not enrolled in schools in the Capital even as the country celebrates yet another International Literacy Day. Out of total population of 29.68 lakh children in the age group of 0-14 in the Capital, only 21.4 lakh were enrolled in school, leaving 29 percent of the children in this age group out of school, according to a survey by Universalisation of Elementary Education (UEE) Mission Delhi. While the highest rate of students not enrolled in this age group were in North-west district with 28 percent, it was followed by South district with localities like Defence Colony and Hauz Khas with 17 percent of children out of school, the survey said. According to the survey, the lowest was in New Delhi district with one percent not enrolled.

Releasing the survey report, Delhi Chief Minister Sheila Dikshit said that it was not the final data but it is a fairly good indicator of the situation in the Capital. "The plan for carrying out these activities in a phased manner is under preparation. This will ensure there is no sudden strain on the school education system and our children are not deprived of quality learning at any point in time, added Ms Dikshit. With an aim to ensure access to quality education to all children in the Capital, the Delhi government had conducted a door-to-door survey on July 19-20 and 26-27 in two phases to bring them in the education stream and the areas they belong. The survey will also help the State Government to set up schools and learning centers. ■

MCD gives green signal to computer education

The Municipal Corporation of Delhi has finally woken upto the Silicon Valley dreams. After dilly-dallying for about six years, the MCD has finally given the go ahead to introduce computer education in its schools from 2 October. Initially the corporation will start computer education in 60 of its model schools in the 12 municipal zones. Based on the feedback, it will be introduced in the remaining 1,800 municipal schools.

However, it's not the first time that the MCD has made an announcement to launch computer education in the schools. The project has been in the election manifesto of both the BJP and the Congress and remained only on paper. But this time around MCD education

department officials said that they mean business. "The project will definitely take off on 2 October - the birth anniversary of Mahatma Gandhi," said a senior MCD official.

"Recently a team of our officials had visited Bhopal and other rural areas of Madhya Pradesh to see the municipal schools where computer education has been introduced. The officials were quite impressed by the system there and want to replicate the same here, said MCD education committee chairman, Mr Farhad Suri. The corporation has already roped in a non-government organization, Rajiv Gandhi Education Foundation, to provide the necessary computer software. "In Bhopal also, the same NGO has

supplied the software, said Mr Suri.

The MCD has already written to various corporate houses and voluntary organizations to donate computers to the corporation. "We have already been offered 300 computers by various organizations including software giant, IBM. We don't have the requisite funds to buy our own. Unless corporate and voluntary organizations come forward, it won't be possible for us to take the project forward," said a senior MCD official. He added, "Initially the children will be sensitized about the usage of computers and its handling. Once the familiarization classes are over we plan to teach subjects like Hindi and Mathematics through computer. ■

REGISTERED NEWSPAPER

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

TO



Sri. Venkateswara University, Department of Adult and Continuing Education Organized a Literacy Project.

The department of Adult Education at Sri. Venkateswara University was established in 1972. The department has been organizing teaching, research and extension programmes. During the academic year 2002 - 03 it organized a literacy project in a tribal habitation namely Chandamamapalle situated in Perumalla Palle, Tirupati (Rural) mandal, Chittoor district. The habitation was adopted for organizing the literacy and developmental activities by involving faculty, research scholars and PG students. The aim of the project was to serve the deprived community and to enable the students to gain practical experiences.

A preliminary survey was carried out on 5th September 2002. As per the survey, there were 45 families of tribals with 60 illiterates in the eligible age group of 15 - 35 years. The habitation had only an alternative school up to 3rd class without having any shelter or shade. The project was formally inaugurated on 8th

September 2002 at the meeting convened as part of International literacy day celebrations held at elementary school located 1 km away from Chandamamapalle. Prior to the inauguration of the project, a rally was conducted with students, local youth, DW CRA group members and members representing voluntary organizations by holding placard containing literacy slogans. The literacy pledge was administered by Prof. M.C. Reddeppa Reddy to all the members present at the meeting for extending support and help for successfully conducting the literacy campaign, continuing education centres and bringing out children of 6 - 14 years age back to school. Five literacy groups were formed for imparting literacy, functionality and awareness components. Students of the department were visiting the habitation bi weekly on Monday and Friday to organize night classes. Arrangements were made with local volunteers to run the centers on the other days of the week. The

contd on next page

CONFINTEA V MID TERM REVIEW CONFERENCE HELD AT BANGKOK

The above conference was organized jointly by the UNESCO Institute for Education Hamburg, UNESCO, Bangkok and the Department of Non Formal Education of the Royal Thai Government at reviewing the Development in the Field or adult education since the adoption of the Hamburg Declaration and the agenda for the Future at the Fifth International conference on Adult Education in Hamburg in 1997. How can the Hamburg Declaration and Agenda for the future be articulated more closely with the Dakar Framework for Action and Millennium Development Goals ? What new recommendations and suggestions should be made in regard to future directions in adult learning ?

The conference was attended by about 300 delegates from 87 countries. The Indian Adult Education Association was represented at the conference. The conference was preceded by two days of pre conference

contd on page 6

HCU launches Adult Literacy Programme

In an experimental endeavour, pooling the resources of the society and university for social development, the University of Hyderabad, a Central varsity, launched an adult literacy programme to educate about 20,000 people in the Serilingampally Municipality in Ranga Reddy district.

Disclosing this to newsmen varsity Vice-Chancellor Kota Harinarayana said the literacy campaign, part of its outreach to community programme, would be inaugurated by Chief Minister N Chandrababu Naidu on October two, coinciding

with the birth anniversary of Mahatma Gandhi.

The campaign was conceived keeping in mind the whopping number of illiterates in that Municipality situated close to the varsity.

The literacy programme would be implemented in collaboration with the Ranga Reddy District Literacy Council and Serilingampally Municipality.

About 400 volunteers, drawn from faculty, students and staff of the university and youth of Serilingampally would fan out into 150 locations spread over 24 wards of the Municipality with the

slogan of "Each One-Teach-One" and would conduct the campaign from 400 literacy centres. Dr. Harinarayana said.

The campaign would also make use of computers being donated by voluntary organisations and NGOs, he said, adding that Tata Consultancy Services has evolved a software for accelerating the campaign.

Besides, the cultural troupe of Jan Sikshana Sansthan and Sarojini Naidu School of Performing Arts and Community of the varsity would stage street plays during the campaign. □

Sri. Venkateswara University,

contd from page 1

programme continued from 2nd October 2002 to 30th April 2003. Teaching, Learning material was procured from Zila Saksharta Samiti, Chittoor. Suitable Audio Visual Aids and literacy games were also used. The volunteer teachers were given two days training by Tirupati Mandal Saksharta Samiti besides the instruction classes organized by the department. Mass rallies were also organized in the villages of Gram Panchayat on the important days / occasions with the local people, students and voluntary organizations to create awareness and to sustain motivation among the learners. Competitions were also organized in the school and the community to enhance the understanding and to seek their involvement in the issues of national importance. Health and medical camps were organized on

the education day with the help of competent doctors. Medicines were also distributed.

The faculty members of the department of Adult and Continuing Education were involved in monitoring the progress of the project on rotational basis. Internal evaluation was conducted at the end of the programme. The department secured cooperation and material help from the individuals, Zila Saksharta Samiti and NGOs in the area. The District Collector and Chairman, Zila Saksharta Samiti, accorded sanction of school building for primary school of the village. Out of 60 enrolled learners, 26 learners completed Part I and Part II of the primer and the department discussed major development issues in the village during the project period.

During the implementation of the project, several difficulties were faced viz lack of infrastructure facilities, lack of community

support, non participation of enrolled learners, lack of proper accommodation for organizing the centers, lack of financial support etc. However, the project resulted in quality improvement in the life of the people in the village and the students of the department gained experience of implementing such projects. □

Periodicals of IAEA

- Indian Journal of Adult Education / International Journal of Adult and Lifelong Education
- Proudh Shiksha (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

Indian millionaires fight illiteracy

NRI industrialist L.N. Mittal and Reliance Industries Mukesh Ambani are just some of the millionaires who have come together in a new effort to fight illiteracy in India. With legendary actress Waheeda Rehman as its goodwill ambassador, Pratham UK will host its first fundraising event and hopes to raise more than 100,000 pounds for its primary education programme across 22 cities in India.

"Since inception in 1994, Pratham has reached over a million children in India. While the aim is to raise funds, we hope to also raise awareness of the scale of Pratham's goals among the global Asian community," said Dr Madhav Chavan, founder of Pratham.

An India-based charity organisation with leading industrialists as board members, Pratham works along with government agencies like balwadis to supplement their work. "Read India" is our India-wide campaign that aims to develop a model of learning by association rather than alphabets. There are also a number of computer-aided programmes and crash courses depending on specific needs," said Pratham UK's Viral Acharya.

Waheeda Rehman has been associated with the charity for years and raised nearly \$1 million during a recent tour across the US. Though enshrined as fundamental right today, in reality, universal elementary education

continues to remain a very distant dream. Pratham's UK chapter will strengthen the Pratham movement and help us achieve our ambitious goal to have every child in India in school and learning well by 2010; she said. □

Human trail of AIDS vaccine begins

Pharmaceutical giant Merck & Co. said yesterday that it has started the first global human tests of an experimental AIDS vaccine, working with the Seattle based HIV Vaccine Trials Network.

The experiment, which will include about 435 volunteers not infected with HIV virus, it meant to determine if the vaccine candidate is safe, has tolerable side effects and is practical to administer in different parts of the world. Researchers will determine whether the vaccine stimulates an immune response in people.

The study is being conducted in 18 cities in North America, South America, the Caribbean, southern Africa and Southeast Asia. Using such diverse testing sites is important because different strains of the HIV virus circulate in different regions. The vaccine is made from a modified cold virus and does not contain any live HIV virus.

Merck currently is running tests of other potential HIV vaccines on people, including an experiment announced earlier this week in which it is testing combination of one of its experimental AIDS vaccines and another from Aventis Pasteur. □

INDIAN ADULT EDUCATION ASSOCIATION

17-B, IP Estate, New Delhi 1100 02

LEGAL WARNING

It has come to the notice that few mischievous people have forged the letter pads of the Indian Adult Education Association and have printed therein "statutory body established by act No. 52 of 1987 of Parliament. The address given as 10-B Indraprastha Estate, New Delhi.

It is clarified that IAEA is an apex organisation in the field of Adult Education founded in 1939 and registered under Societies Registration Act 1860 (21 of 1860). It is neither a statutory Body nor established by any act of Parliament.

Similar names of "Board of Professional Examination" and "All India Council of Technical Education" are being misused by such fraudulent elements and these are also shown as established by same Act No. 52 of 1987. The IAEA does not know about such Board of Professional Examination.

Some organisations are told to be permitted or approved under false letter heads to conduct Paramedical or Nursery Teachers Training Course. It is also learnt that few institutions in Nagpur are being cheated by such mischievous elements.

Therefore, it is informed that IAEA is not involved in any such activity and the Public in general is warned not to be misguided.

General Secretary

ProLiteracy Launches Campaign to Recruit Volunteers

One in four adults in the United States functions at the lowest literacy level, and over half of these adults are immigrants with a native language other than English (National Assessment of Literacy Survey, 1992).

The United Nations Educational, Scientific and Cultural Organization (UNESCO) has declared 2003-2012 the "Decade of Literacy" and has challenged literacy organizations to find new ways to make literacy services accessible and relevant.

In response to this challenge, ProLiteracy Worldwide a leading volunteer-based adult literacy organization, has launched a national campaign, "Celebrate Literacy," to recruit 100,000 new volunteer literacy tutors.

In April 2003, ProLiteracy held a literacy symposium in Orlando, Florida, launching a national tour to raise awareness of the need for literacy volunteers and to help adult literacy organizations and practitioners utilize community resources to meet the challenge.

Celebrate Literacy's final stop will be Washington, DC November 14-17, where ProLiteracy will celebrate its first annual conference. NCLE National Centre for ESL, Literacy Education, Washington DC staff will be present at the conference.

For more information on attending or presenting at the conference, visit ProLiteracy' Web site at

www.proliteracy.org/conference.

IGNOU for new research centre

In a bid to provide a platform to educators for sharing experiences and evolving new models of education, the Indira Gandhi National Open University (IGNOU) proposes to establish a centre for research and innovations in distance education. Vice Chancellor, IGNOU, HP Dikshit while addressing a delegation of parliamentarians from South Africa, stated this.

IGNOU is the largest University in the world that caters to 10 million distant learners in the country. During the recent visit of the Assistant Director General of UNESCO, Mr Diskhit felt the need of advising those countries which are in the process of establishing open universities.

The study material of the IGNOU is being used in many countries. African countries too are utilising this material to impart education. The members of the delegation also showed a keen interest in the Indian system of medicine, information technology and teacher training programmes of IGNOU, all of which are running successfully.

Conference spares thought for elderly

A Three-day conference to discuss the needs of the elderly and means of providing them with a secure future concluded on Wednesday. It was organised by HelpAge India, an NGO working for the elderly.

Discussions were held on the 'Adopt-a-gran' programme that envisages identifying needy elderly and supporting them with numerous small contributions from donors.

Discussions were also held on providing small-scale work and survival opportunities for the elderly. Experts in the field from India and abroad attended the conference.

International Literacy Day Celebrated by VA in Orissa

Garm Mangal Pathagar orissa, a voluntary organisation of district Balangir observed International Literacy Day and REFLECT Day on September, 08 in Deogaon Block in collaboration with Cluster Level Drought Action Committee. The theme of the celebrations was, "We will be literate, access information and fight for the right." The objective was to create awareness regarding the scope and dimensions of the problems of illiteracy, renewing the commitment and preparing the new strategies for future. A meeting was organised in which the participants sang the awakening songs. The participants took an oath - "our oath is Literacy, Information and Right". The Reflect circle Animators, members of the organisaion, school students and teachers after the meeting marched in a rally. The participants displayed playcards with literacy slogans written on them.

बच्चों के लिए अब जीवन कौशल शिक्षा

केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) ने स्कूली छात्रों की आंतरिक प्रतिभा को निखारने के प्रयास शुरू किए हैं। इसी कड़ी में कक्षा छह के विद्यार्थियों के लिए एक नए पाठ्यक्रम की शुरुआत की है। कक्षा छह के छात्र इस सत्र से लाइफ स्किल एजुकेशन (जीवन कौशल शिक्षा) के रूप में नए पाठ्यक्रम को पढ़ रहे हैं। विशेष यह है कि इस विषय की किसी प्रकार की परीक्षा का कोई प्रवधान नहीं किया गया है। बोर्ड ने छात्रों के भीतर आत्मविश्वास और उन्हें सामाजिक सरोकारों से जोड़ने के लिए इस नए विषय की शुरुआत की है। लाइफ स्किल एजुकेशन का मुख्य मकसद स्कूलों में छात्रों के आंतरिक विकास की ओर ध्यान देना है। अभी यह पाठ्यक्रम सिर्फ कक्षा छह के विद्यार्थियों के लिए शुरू किया गया है। अगले वर्ष से इसे कक्षा सात और फिर अन्य कक्षाओं में भी लाया जाएगा। सीबीएसई ने लाइफ स्किल एजुकेशन नामक एक किताब भी निकाली है। जिसमें छात्रों को प्रकृति, महापुरुषों, स्वास्थ्य, साफ-सफाई, पेंटिंग, म्यूजिक और जीवन की वास्तविकताओं को समझने का प्रयास किया गया है। सीबीएसई के निदेशक श्री जी. बाला सुब्रह्मण्यम ने बताया कि लाइफ स्किल एजुकेशन में छात्रों को महात्मा गांधी, मदर टेरेसा और अन्य महापुरुषों के बारे में बताया जाएगा। इसके अलावा प्रकृति प्रेम के प्रति भी छात्रों को जागरूक किया जाएगा। बच्चों को बताया जाएगा कि प्रकृति की उपेक्षा करके हम स्वस्थ नहीं रह सकते। इसी प्रकार बच्चों में मिलने-जुलने की कला का भी विकास किया जाएगा। उनका कहना है कि अक्सर देखने में आता है कि कक्षाओं में छात्र स्वयं को काफी उपेक्षित महसूस करते हैं और दूसरों के साथ तालमेल नहीं बिठा पाते। उन्होंने बताया कि लाइफ स्किल एजुकेशन के दौरान शिक्षा

छात्रों में मेल-जोल की भावना विकसित करने का प्रयास करेंगे।

इसी तरह सीबीएसई की किताबों में बच्चों को बड़ों के प्रति आदर की शिक्षा भी दी जाएगी। किताब में चित्रों के माध्यम से भी छात्रों को शिक्षित किया गया है। मसलन चित्र में छात्र को अपने मां-बाप के पैर छूते दिखाया गया है। निदेशक का मानना है कि मौजूदा समय में बच्चों में सामाजिक सरोकार और संस्कारों के प्रति जानकारी पैदा करना बहुत आवश्यक है।

महिलाओं को रोजगारपरक शिक्षा भी दी जाएगी

दिल्ली सरकार की भागीदारी योजना को और विस्तृत स्वरूप प्रदान किया जाएगा। इसी के तहत महिलाओं को रोजगारपरक शिक्षा भी उपलब्ध कराई जाएगी ताकि महिलाएं आर्थिक दृष्टि से आत्मनिर्भर हो सकें। गत 10-16 सितंबर तब लगाए गए कैंप के दौरान महिलाओं को इसी योजना के अंतर्गत गंधर्व सरस्वती महाविद्यालय में मोमबत्ती बनाने का प्रशिक्षण भी दिया गया। इस कैंप में उत्तरी दिल्ली के ग्रामीण इलाके की करीब 20 महिलाओं ने हिस्सा लिया। महिलाओं द्वारा चलाई गई मोमबत्तियों को गंधर्व सरस्वती महाविद्यालय में प्रदर्शन के लिए भी रखा गया। बाद में उत्तरी क्षेत्र की उपायुक्त मनीषा सक्सेना ने सभी प्रशिक्षण प्राप्त महिलाओं को प्रमाण पत्र भी प्रदान किए। उपायुक्त ने इस अवसर पर महिलाओं को संबोधित करते हुए इस बात की आवश्यकता जताई कि दिल्ली के ग्रामीण क्षेत्रों में आज भी महिलाओं के लिए रोजगार एक गंभीर समस्या बनी हुई है। उन्होंने कहा कि महिलाओं की आर्थिक आत्मनिर्भरता से उनके परिवारों को ही आर्थिक आत्मनिर्भरता से उनके परिवारों को ही आर्थिक सहायता नहीं मिलती, बल्कि बाजार व्यवस्था को भी इससे काफी पूंजी प्राप्त होती है। कार्यक्रम

के उत्साह को देखते हुए भविष्य में इस तरह के और भी दूसरे कार्यक्रम आयोजित किए जाएंगे।

इस अवसर पर सिविल लाइंस के एसडीएम एस.एल. बत्रा और सरस्वती गंधर्व महाविद्यालय की प्राचार्य मंजुल जैन उपस्थित थे।

हर शिक्षित एक व्यक्ति को पढ़ने का संकल्प ले : नैययर

दिल्ली विवि के कुलपति प्रो. दीपक नैययर ने कहा कि देश के हर शिक्षित नागरिक को एक व्यक्ति को शिक्षित करने का संकल्प लेना चाहिए। दिल्ली विवि को भारत के आदर्श विश्वविद्यालय के रूप में स्थापित करने और देश में महिलाओं की शिक्षा के प्रचार-प्रसार का आह्वान किया।

जनकपुरी स्थित भारती कालेज के स्थापना दिवस पर आयोजित वार्षिकोत्सव समारोह में प्रो. नैययर ने कहा कि भारत में आजादी के 56 वर्षों के बाद भी शिक्षित व्यक्तियों की संख्या दुनिया के दूसरे देशों की तुलना में औसत से बेहद कम है। ऐसी स्थिति में समाज में हर किसी के लिए शिक्षा बहुत जरूरी है। उन्होंने कहा कि अगले 25 वर्षों के लिए हमें ऐसी योजना बनानी चाहिए, जिसमें शिक्षा के माध्यम से हम समाज को बदल सकें। उन्होंने कहा कि शिक्षा का मतलब केवल नौकरी प्राप्त करना नहीं है। बल्कि इसका महत्व जीवन के हर क्षेत्र में है। सभी तरह की शिक्षा, चाहे वह व्यवसायिक शिक्षा हो या तकनीकी शिक्षा, देश के विकास के लिए बेहद जरूरी है। इसके लिए हमें ऐसे शैक्षणिक संस्थान खोलने चाहिए जिसके माध्यम से समाज में विकास व बदलाव लाया जा सके। प्रो. नैययर ने कहा कि एक सभ्य समाज के लिए शिक्षा सबसे जरूरी चीज है, इस लक्ष्य को पूरा करने के लिए उन्होंने हर व्यक्ति से एक व्यक्ति को शिक्षित करने का आह्वान किया।

CONFINTEA V MID TERM

contd from page 1

covering Thematic Workshops on : Monitoring and Evaluation, ICT, Documentation and Information Network, International cooperation, Training of Trainers, Adult Learning and Democracy and Peace, Adult Learning and Work, Environment, Health, Population Education, Gender and Literacy and Basic Education. The reports of thematic sessions were the main inputs for the plenary session during the conference.

The international conference was inaugurated at the IMPACT Conference Centre on 8th September 2003 by the Minister of Education of Royal Thai Government and the keynote address was delivered by Dr. Sheldon Shaeffer, UNESCO, Bangkok. One of the highlights of the inaugural session was the official launching of the UN Literacy Decade and a video presentation on "Literacy As Freedom" by the Nobel Laureate - Professor Amartya Sen. The Conference made the following recommendations and issued a "Call for Action and Accountability" towards the end.

We, the participants in the Midterm Review of the Fifth International Conference on Adult Education (CONFINTEA V), have come to the conclusion that despite the commitments made in 1997 in The Hamburg Declaration and The Agenda for the Future, adult education and learning has not received the attention which it deserves in major education reforms and in recent international drives to eliminate poverty, achieve

gender justice, provide education for all and foster sustainable development. Our Midterm Review of the worldwide situation of adult education and learning – conducted thematically, globally, regionally, nationally and locally by governments, non-governmental and civil-society organizations, engaged networks, social movements and other partners – has, in fact, revealed a disturbing regression in the field.

For we have seen a decline in public funding for adult education and learning, even as the minimal adult literacy goal set in the Dakar Framework for Action is achievable – requiring just US-\$ 2.8 billion per year. Furthermore, support by various international agencies and national governments alike has concentrated on formal basic education for children to the detriment and neglect of adult education and learning.

The ability of adult education and learning to contribute to a world in which people live together in peace and democracy and its potential to contribute to building learning societies in support of the struggle against poverty and overcoming global strife, violence, HIV/AIDS, environmental destruction, demographic tensions and a myriad of other ills have not been adequately realized. We are particularly concerned that its potential to enable people to live in a world with HIV/AIDS is not being exploited, as millions of vulnerable young persons and adults are exposed to the consequences of the pandemic.

We are alarmed that the confident perspective documented

by CONFINTEA V has given way to a situation which, due to global tensions, conflict and war as well as the weakening of the United Nations, is dominated by fear and insecurity.

Nonetheless, there is yet a chance for creative action. Despite the daunting realities now confronting us, we are witnessing the birth of a new global consciousness which itself, insisting on equality and diversity and calling for universal respect of ethics, rights and laws, spawns the hope that another world and another kind of education and learning are still possible.

For our Review has also highlighted numerous innovative policy and legislative changes, an increased tide of participation in adult education and learning, significant advances in the empowerment of women and the expression of new learning demands by groups with special needs attended by pioneering inclusive educational responses serving these groups. The joy of learning is celebrated in Learning Festivals and Adult Learners Week in more than 50 countries worldwide.

In view of these developments, we, the participants in the CONFINTEA V Midterm Review, reaffirm our commitment to The Hamburg Declaration and The Agenda for the Future. We wish to remind the world that adult education and learning is a fundamental human right and therefore must remain a collective responsibility shared by all learners, adult educators, governments, non-governmental and civil-society organizations,

the private sector, international bodies and the entire family of the United Nations. All of these actors and partners must work with UNESCO and UN agencies to propel, monitor collectively and account for the endorsement and implementation of lifelong learning made at CONFINTEA V.

We believe that the political will to achieve the goals of The Hamburg Declaration and The Agenda for the Future must now be backed with resource allocation, outfitted with a concrete course of action and equipped with new partnerships.

Today, more than ever, adult education and learning composes an indispensable key for unlocking the creative forces of people, social movements and nations. Peace, justice, self-reliance, economic development, social cohesion and solidarity remain indispensable goals and obligations to be further pursued and reinforced in and through adult education and learning. We therefore call upon Member States, bi- and multilateral agencies, non-governmental and civil-society organizations, social movements and the private sector

- ♦ to include adult education and learning in all development initiatives and social programs as an essential contribution to economic prosperity, sustainable development, social cohesion and solidarity;
- ♦ to promote community-driven development approaches as an important starting point

for adult education and learning as well as poverty reduction;

- ♦ to adopt inclusive policies and take concrete measures and provide adequate resources in support of education programs mainstreaming and catering to the learning demands of persons with disabilities as well as marginalized groups such as indigenous people, migrants and refugees, minorities (including sexual minorities, where licit), prisoners etc.;
- ♦ to recognize adult learning as an investment and not solely an item of social consumption, let alone merely a marketable product;
- ♦ to increase funding for adult learning, as a consequence, to an equitable share of the six percent of the Member States' gross national product to be invested in education set as a benchmark by The Agenda for the Future;
- ♦ to accept that commitment to lifelong learning for economic prosperity and social cohesion is a necessary response to globalization as well as an essential component of local community development and individual self-fulfillment;
- ♦ to integrate adult education and learning more systematically into the education plans and agendas of governments at the local, national, regional and global levels as well as into the programs,

conferences and summits of UN agencies – especially those related to the United Nations Literacy Decade (2003–2012), the Dakar Framework for Action (EFA), the United Nations Millennium Development Goals (MDG), the World Summit for Sustainable Development (WSSD) and the EFA Fast Track Initiative (FTI) co-ordinated by the World Bank – and so take advantage of its synergetic potential;

- ♦ to articulate organically CONFINTEA V recommendations for adult literacy and adult basic education with the United Nations Literacy Decade International Plan of Action and the Dakar Framework for Action and implement them in the perspective of lifelong learning.

We call in particular upon the industrialized nations to align their aid agencies and education ministries with the bi- and multilateral agencies they support in order to harmonize domestic and international policies for lifelong learning. We call upon UNESCO

- ♦ to integrate the CONFINTEA V follow-up with the monitoring of EFA goals and invite accordingly all partners to provide and produce collective input for the EFA Global Monitoring Report and its underlying processes, especially the 2005 Report to be devoted to literacy;
- ♦ to support the national capacity of Member States

as well as non - governmental and civil-society organizations and partner agencies in training adult educators, in establishing indicators for continuous monitoring of the United Nations Literacy Decade by 2004 and in systematically assessing literacy levels in different countries and contexts;

- ♦ to reinforce the UNESCO Institute for Education (UIE) in monitoring the implementation of CONFITEA V commitments with all partners along the lines expressed in this Call for Action and Accountability.

Finally, we call upon Member States, UN agencies and non-governmental and civil-society

organizations as well as social and private partners to organize the Sixth International Conference on Adult Education (CONFITEA VI) in 2009 as a case of accountability in adult education and learning, one based on collective monitoring and evaluation. □

Nine professional courses for distance learners

The Vice-Chancellor of Kurukshetra University, Dr A.K. Chawla, said here today that the Directorate of Correspondence Courses had introduced nine professional courses from this session.

These courses are M.Sc Information Technology, Diploma in Art and Craft, BA (Honours), Mass

Communication, Advanced Diploma in Computer Application, B.Sc Computer Hardware and Network Engineering, Diploma in Computer Hardware and Network Engineering, MA Education, PG Diploma in Rural Development and PG Diploma in Advertising and Computer Graphics.

The Directorate of Correspondence Course had also extended its base by allowing service providers to offer counselling to students in practical and theory papers of the professional courses. The organisation with such authorisation are HARTRON, Chandigarh; ZILSL, Mumbai; Swift Career Academy, Panchkula; IICE (Webcom) technologies, New Delhi; and MPCT-IET, Panjokhra Sahib (Ambala). □

REGISTERED NEWSPAPER

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

TO



52nd ALL INDIA ADULT EDUCATION CONFERENCE AND NATIONAL SEMINAR ON EVALUATION

The 52nd All India Adult Education Conference and National Seminar on Evaluation : Past experiences and future strategies was held at Om Shanti Retreat Centre, Gurgaon from 31st Oct. 03 to 2nd Nov. 2003, under the joint auspices of International Institute for Adult & Lifelong Education, Directorate of Adult Education, Govt. of India, National Literacy Mission and Indian Adult Education Association.

Shri. Jagan Mathews, IAS Director General, National Literacy Mission and Joint Secretary, Government of India was the Chief Guest. Shri. Mathews emphasized importance of monitoring and evaluation of literacy programmes in improving the programme and policy. He indicated the short falls and

strengths of the National Adult Education Programme, (NAEP), Rural Functional Literacy Programme and other programmes identified by the evaluation studies conducted by



Shri Jagan Mathews DG, NLM giving Best Research Studies to Shri Vijay Kumar from Kerala. Shri KC Choudhary, President, IAEA is also standing along with Shri Mathews.

Social Research Institutions during 1978 - 85 provided feedback to the policy makers and the programme planners of National Literacy Mission .

He indicated that literacy campaigns have covered about

590 out of 600 districts in the country and that more than 400 of them have reached the stage of PLP and CE. He expressed the hope that this seminar will suggest how the literacy programmes and the system and process of evaluation of literacy programmes could be improved further.

On behalf of Om Shanti Retreat Centre, B.K.Brij Mohan Bhai welcomed the Chief Guest, office bearers of IAEA, participants and Resource persons. Prof. S.Y.Shah on behalf of IIALE &

IAEA welcomed the Chief Guest Shri. Jagan Mathews, B.K.Asha Didi, B.K.Geeta Didi, B.K.Brij Mohan Bhai, office bearers of IAEA, Resource persons and participants. He informed that the 3 days seminar aimed at discussing the findings of the

contd on page 6

Vocational education, a step in the right direction ?

Is the government's plan to Vocationalise the syllabus from class IX onwards a step in the right direction ? Yes. After 56 years of Independence we are giving importance to vocational skills. For half a century, the formal education system weaned away people from practical skills by creating a role model where pure cerebral activity was considered ideal. Because we relied on a one-dimensional measure of intelligence and ignored what psychologists had to say on skills involving psycho-motor activities, we ended up having the world's third largest scientifically trained manpower but no good plumbers, fitters and carpenters.

In these days technology-assisted learning and its massive reach traditional subjects - history geography, literature and other social sciences can easily be taught through these means. So far vocational education was for

those considered not good enough for academic courses. This mindset led to lack of respect for vocational skills. Before the emergence of computers typing was considered a menial task. The computer gave typing a new respectability. The younger generations, today, does not only hammer away at the keyboard but even tries its hand at opening bits and pieces of the instrument. With increased vocationalisation the same is likely to happen in other fields as well. We will produce sound minds in sound bodies, not emotional misfits, neither able to do well in academic nor able to do useful work in their own environment. If we could only add a training in soft skills such as communication, team work, problem solving ability with the proposed vocationalisation we can create a generation of Indians much sought after in the world.

Merely imparting these skills

may not lead to employability. If awareness about self-employment and entrepreneurship is also imparted it would help meet the objective. An important dimension of the new scheme would be the economic empowerment student skilled in these vocations. Apprehensions that vocational streaming at the class IX stage would deprive students of the opportunity of pursuing academic degree programme in future is misplaced. Even today such students have the option of registering in distance education courses. In future when private universities come up, they would definitely configure appropriate programmes for them.

The government might be contemplating vocationalisation because of its perceived inability to provide requisite number of quality schools but in the process we'll end in the right direction towards better education. ●

Department of Continuing Education & Extension Programme Barkatullah University, Bhopal (M.P)

The department of Continuing and Extension Programme, Barkatullah University, Bhopal organized one day celebration of Gandhi Jayanti and Shastri Jayanti on October 2nd, 2003 at slum area Ishwar Nagar which is adopted by the department for all round development under X five year plan project. The programme was chaired by Prof. Kalika Yadav, Director and Head of Continuing Education department. In his presidential address Prof. Yadav stressed women education, which was the dream of National Father Mahatma Gandhi. He told if we educate a female, we educate the

whole family and also described the role and responsibility of women as Durga, Saraswati, Laxmi and Ma Kali. He described that literacy is not only concerned with 3Rs (Reading, Writing and Reasoning) but also provides a learning society the solutions of life problems and explains how the literacy and development are closely related. So if we want progress, we meet to eradicate the illiteracy from the society as soon as possible. Prof Yadav highlighted the personality and character of Late Revered Prime Minister Shri Lal Bahadur Shastri's patriotism, sacrifice and love to the

nation and gave a beautiful example of the courageous steps taken by him at his early life.

Prof. Neerja Sharma in her speech highlighted women empowerment for the development of the society and gave emphasis on population control. Dr. Hemanta Khandai, Project Officer explained the purpose of adopting the slum for upliftment of oppressed, suppressed, depressed sections of society and described how extension programme helps to rebuild the confidence among women, youth and old people for the betterment of the society. ●

सबके लिए समान शैक्षिक सुविधाओं की जरूरत

हरियाणा भारत के प्रगतिशील राज्यों में से एक है, परंतु आजादी के 56 वर्षों के बाद भी शिक्षा के क्षेत्र में संवैधानिक प्रतिबद्धता को पूरा नहीं किया जा सका है। एक अनुमान के अनुसार वर्तमान गति से हरियाणा में शैक्षिक सार्वजनीकरण में अभी 25 वर्ष और लगेंगे। ऐसी दशा में सर्वशिक्षा अभियान, जिसे हाल ही में राज्य में लागू किया गया है, के अंतर्गत प्रारंभिक शिक्षा (6-14 आयुवर्ग) का सार्वजनीकरण वर्ष 2010 तक कैसे संभव हो पाएगा। यदि राज्य को यह लक्ष्य पाना है तो सर्वप्रथम सभी जिलों में शैक्षिक सुविधाओं की पर्याप्त मात्रा में उपलब्धि सुनिश्चित करनी होगी। जिलावार आंकड़ों के अध्ययन से स्पष्ट है कि शैक्षिक सुविधाओं की दृष्टि से उनमें भारी असमानता है। गौरतलब है कि अब प्राइमरी शिक्षा (6-14 आयुवर्ग) के सार्वजनीकरण को लक्ष्य बनाया जा रहा है। प्राइमरी शिक्षा समूची शिक्षा का आधार है और साक्षरता के लिए मापदंड का कार्य करती है। इस संबंध में उपलब्ध आंकड़ों से पता चलता है कि जिलों में प्राइमरी स्कूलों की संख्या 285 (पंचकूला) और 1074 (फरीदाबाद) के बीच रहती है। यह भी ज्ञात होता है कि अनेक कम जनसंख्या वाले जिलों में स्कूलों की संख्या अधिक है। महेन्द्रगढ़, जिले की जनसंख्या मात्र 8.12 लाख है। यह अम्बाला, झज्जर, रोहतक, पानीपत आदि जिलों से कम है, परंतु महेन्द्रगढ़ जिले में स्कूलों की संख्या इन जिलों से कहीं अधिक है। एक लाख की जनसंख्या के आधार पर प्राइमरी स्कूलों की संख्या को आंकें तो भी असमानता दिखाई पड़ती है। मूल शैक्षिक सुविधाओं से यह भिन्ता 93 से 31 के बीच विचरण करती है। अब सर्वशिक्षा अभियान के तहत प्रारंभिक शिक्षा के सार्वजनीकरण को लक्ष्य बनाया गया है। इससे यह आवश्यक हो गया है कि प्राइमरी स्कूलों की अपेक्षा प्रारंभिक स्कूलों की

सुविधाएं अधिकाधिक संख्या में मुहैया करवाई जाएं। निरपेक्ष संख्या के आधार पर प्रारंभिक स्कूलों (प्राइमरी तथा मिडिल) की संख्या फरीदाबाद, गुडगांव, भिवानी, महेन्द्रगढ़ और जींद के क्रमशः 1398, 1085, 1085, 858 और 709 है जो अन्य जिलों की अपेक्षा अधिक है। पंचकूला, पानीपत, फतेहाबाद और रोहतक जिलों में यह संख्या 333, 375, 428 तथा 438 है।

एक लाख की जनसंख्या पर प्रारंभिक स्कूलों की संख्या महेन्द्रगढ़, रेवाड़ी कुरुक्षेत्र, गुडगांव तथा भिवानी में क्रमशः 105, 85, 76 और 76 है। प्रारंभिक स्कूलों की सबसे कम संख्या वाले जिले हैं: पानीपत, हिसार, रोहतक, और फतेहाबाद, जहां इन स्कूलों की संख्या क्रमशः 38, 43, 46 और 51 है जो औसत संख्या (105 स्कूल) और दूसरी ओर पानीपत (38 स्कूल) की बीच शेष जिले बुनियादी शैक्षिक सुविधाओं में असमानता के शिकार हैं। एक कल्याणकारी राज्य के लिए यह विषमता (105-35) उचित नहीं कही जा सकती। अब जरूरत है कि स्कूलों की कम संख्या वाले जिलों और शैक्षिक सुविधाओं का प्रबंध किया जाए और इस गैप की जल्दी से जल्दी पूरा किया जाए। ऐसा प्रतीत होता है कि साक्षरता का भी शैक्षिक सुविधाओं के साथ रिश्ता है। संभवतः इसीलिए करनाल, जींद, रेवाड़ी और रोहतक जिलों में साक्षरता दर अन्य जिलों से अधिक है। ऐसा प्रतीत होता है कि जिले के क्षेत्रफल, जनसंख्या, घनत्व और साक्षरता को शैक्षिक सुविधाओं से जोड़कर कभी नहीं देख गया और न ही शैक्षिक सुविधाओं की मूलभूत आवश्यकताओं में असमानता के बारे में कभी विचार किया गया। हो सकता है स्थानीय नेताओं की मांगों के आधार पर ही शैक्षिक सुविधाएं उपलब्ध करवाई जाती रही हों। स्पष्ट है कि शैक्षिक सुविधाओं को प्रदान करने के लिए कोई मापदंड निर्धारित नहीं किए गए। संभवतः शिक्षा विभाग द्वारा

निर्धारित न्यूनतम आवश्यकताओं जैसे भूमि, कमरों का निर्माण आदि के पूरा करने पर विभाग उस इलाके में स्कूल खोलने की संस्तुति करता है। उचित होगा यदि विभिन्न जिलों में शैक्षिक सुविधाओं की उपलब्धता स्कूल मानचित्रण (स्कूल मैपिंग) जैसी वैज्ञानिक परिपाटी के आधार पर की जाए। स्कूल मैपिंग को निदेशालय स्तर पर एक सतत कार्यक्रम बनाया जाए। इस प्रक्रिया में शैक्षिक सुविधाओं में असमानता पर अंकुश लगाने में मदद मिलेगी। शैक्षिक सुविधाएं जुटाने का मूल मापदंड स्थानीय आवश्यकता होनी चाहिए जिसका पता स्कूल मैपिंग द्वारा सहज ही लगाया जा सकता है। प्रौढ़ साक्षरता बढ़ाने के लिए भी उपाय ढूंढने होंगे। इस बारे में सरकार को ऐसे स्वैच्छिक संगठनों से मदद लेनी चाहिए जो सरकार से अनुदान प्राप्त करते हैं। इस संबंध में प्रबंधन विधि में भी कुछ परिवर्तन अपेक्षित हैं। प्राइमरी शिक्षा निदेशालय को प्रारंभिक शिक्षा निदेशालय में परिवर्तित किए जाने से प्रारंभिक शिक्षा की सुविधाएं जुटाने तथा शैक्षिक सार्वजनीकरण में बहुत मदद मिलेगी। प्रबंधन और प्रशासन का अधिकाधिक विकेंद्रीकरण किया जाना चाहिए। संविधान के 73वें और 74वें संशोधनों का पूरा-पूरा लाभ उठाते हुए स्थानीय समुदाय और स्थानीय प्रशासन को अधिक शक्तियां और उत्तरदायित्वों से लैस किया जाना जरूरी है। निदेशालय महज सतत पर्यवेक्षण और नीति निर्धारण तक अपने आपको सीमित रखे, राज्य शैक्षिक शोध एवं प्रशिक्षण संस्थान (एससीईआरटी) के माध्यम से अन्य कार्यों के अतिरिक्त प्रारंभिक शिक्षा से संबंधित आवश्यकता आधारित सर्वेक्षण और शोध कराए जाएं और उपलब्ध नतीजों को शीघ्र लागू किया जाए। यह तभी संभव है जब इस महत्वपूर्ण संस्थान को मानव संसाधनों और अधिक सुविधाओं से सशक्त किया जाए।

Educational aid should be unconditional: Joshi

Human Resource Minister Dr. Murlidhar Joshi has called on foreign donors to meet their commitments without imposing any conditions so that India could meet its target under UNESCO's Education For All (EFA) programme. Dr. Joshi on Wednesday said that India's requirement for EFA in the Tenth Plan is \$6.5 billion of which \$ 3.5 billion is being raised from domestic resources. A gap of \$ 3 billion exists which foreign donors need to meet in accordance with their commitment at Dakar, he said. "It should be done without placing any condition on India," he said. In a communique issued after two days of intense discussion between heads-of-states, ministers, representatives of international organizations, agencies and specialist NGOs, it was concluded that the upcoming

Donors conference in Oslo, Norway, later this month should focus on mobilizing resources for endorsed countries and to improve the effectiveness of Fast Track Initiatives.

Dr. Joshi also said that the initial identification of countries eligible for FTI assistance should be enlarged to include India and Nigeria where much larger number of out-of-school children exists. Dr. Joshi said that the communique listed measures to address various impediments to girls' education, in particular and EFA in general. Some of these obstacles are embedded in the socio cultural ethos of various countries and require rigorous efforts by stakeholders to overcome, he said. In the future, particular attention should be given to EFA in nations that are in the process of rebuilding their

education system following conflict in stability and disruption, the communique stated. One of the suggestions made was that UNESCO Institute for Statistics should be enhanced in identifying data gaps, improving data collection and quality and building national and regional statistical capacities. At the same time, Governments should strengthen their data collection system and statistics-related capacities both to inform the development of national EFA policies and to enable the timely reporting of data to the UNESCO Institute for Statistics for the annual monitoring of EFA.

It said that UNESCO should continue to play the key role in EFA coordination as stated in the Dakar Framework for Action and other international organizations should continue to support the role of UNESCO in enhancing EFA.

Education survey wake-up call for India

Unesco's latest global education report projects a bleak and disturbing picture of India's performance. The Union HRD ministry might have dismissed the report, dubbed as the most comprehensive survey of the world's education trends, seems a wake up call for India which aspires to become a knowledge economy powerhouse in coming years.

The report ranks India among the poorest-performing Sub-Saharan African countries, placing it on its EFA development index (EDI) to the 76th position in a list of 94 countries. A composite

index on a 0-1 scale, the EDI comprises of four of the six Dakar goals-universal primary education, adult literacy, quality of education (survival to grade five) and gender parity. These countries, the report indicates, are stuck a long way from meeting the Dakar goals.

Unesco report has ranked India, Pakistan, Nepal and Bangladesh-four South Asian countries along with 22 Sub-Saharan African countries among the countries with the lowest EDI. Bangladesh with 0.697 EDI fares better than India, Nepal and Pakistan who find themselves at the bottom of the heap registering

0.658, 0.607, and 0.528 respectively.

Almost all the world's countries had taken a pledge in Dakar, Senegal, in April 2000 to eliminate gender disparities in primary and secondary education by 2005 and attaining "gender equality" in education a decade later, achieve universal primary education by 2015, and improve literacy and quality of education. Unesco's report 2003-04, focusing on gender parity, tracks the progress of the countries on the road to achieving these goals.

World Day of Peace Observed by IAEA Bihar

World peace day was observed on 21st Sept. 2003 at Gaya. On the occasion a seminar on "Religion, Politics, Adult Education & world peace" was jointly organized by IAEA Bihar, IAEWP Bihar and B.K Centre Gaya. No. of participants were about 100 belonging to different areas i.e. politics, NGOs, academic, administration, social/Community works, different religions, youths, media professionals, judiciary & legal professions etc. along with a good No. of representatives of women activists. The function in a very attractive manner started by lighting the candle for peace followed by Vandna Geet performed by girl students of Samanava Ashram Bodh Gaya. Introducing the subject and necessity of adult education based on moral values A.H. Khan national associate secretary IAEA and state chancellor IAEWP Bihar said that objectives of achieving peace is not possible without creating awareness among the masses without any discrimination towards love, fraternity and compassion based on unity and

sense of oneness i.e. members of one and the same family. It is possible through education particularly adult education. Further he said that people must think in positive manner then automatically attitude will be changed which will lead to positive act opening a vista towards peace. Violence can't bring peace as we have experienced in 1st and 2nd world war, attack on Afganistan, Iraq, Vietnam, Palestine, Japan & even in India Kashmir & mass massacre heartlessly with cruelty in Gujrat etc in the name of peace or revenge with no result except spreading over hatred, and non-confidence to others. These are happening due to mis-conception of religion, negative direction for their own vested interests of the politicians and policy makers etc. There is necessity of search of their power "Science & spirituality" with full integration is the solution to achieve the objectives of peace. He cited a good number of examples from different religion's principles & mythology. He pointed out that education particularly adult education is the pre-condition to achieve the objective of changing

thoughts, attitude & Act from negative to positive leading to peace of mind, peace in family, community & world as a whole. Different solutions of 1981, 1998 & 2001 of UN were also discussed related to the world peace. The function was presided over by Smt. Suhila Sahay former minister of Bihar. In her presidential remarks she advised to lessen the graph of hatred, difference & gap among different groups in the wider interest of the community appealing to remain united like fingers. Shri Rajesh Kumar former MP, Prem Kumar MLA, JK Palit Former MLA, ShriDwarko Sundrani, Dr. MN Anjum, Gita Kumari, Husmat Praveen and A.H. Khan etc also expressed their views. All of them appealed to remain unite & live like members of one family. Sister B.K. Shila welcoming the guests and other dignitaries spoke about spirituality and wisdom which bring peace at all levels. Dr. Farasat Hussain a very senior surgeon & life member of IAEA and IAEWP proposed a vote thanks. The function ended on national anthem.

Panel approves continuance of education scheme

The cabinet Committee on Economic Affairs today approved the continuance of the Centrally Sponsored Scheme of Restructuring and Reorganisation of Teacher Education. The Scheme would help in the consolidation of the existing facilities and creation of viable institutional infrastructure, academic gradation of knowledge, competence and pedagogical

skills of schoolteachers in the country. The scheme will have a projected outlay of Rs 950 crore during the 10th Plan, of which 95 percent has been earmarked for state level activities.

The scheme was started in 1987-88 with the main components of the scheme being the setting up of Districts Institutions of Education and Training (DIETs), strengthening of

Colleges of Teacher Education (CTEs) Institutes of Advanced Studies in Education (IASEs) State Councils of Education Research and Training (SCERTs) and orientation of Schoolteachers.

At present, there are 492 DIETs, 86 CTEs and 38 IASEs covering all states and Union Territories, except Chandigarh, Daman and Diu and Dadar and Nagar Haveli.

52nd ALL INDIA ADULT EDUCATION

contd from page 1

evaluation studies conducted by different external evaluation agencies and making recommendations which will be useful to planners and policy makers in streamlining the system.

Shri. K.C. Choudhary in his presidential remarks said that IAEA is a National level agency which has been providing vital support to literacy and adult education programmes in the country since 1939. It has been organizing annual Conferences on important issues of Adult and Life Long Education.

Shri. R.N. Mahlawat, General Secretary IAEA and Registrar IIALE presented vote of thanks.

The seminar comprised of four Plenary Sessions and three Concurrent Thematic Sessions besides holding of Special Interest Group meetings on different aspects of Adult Education and organization of three Concurrent Workshops. First Plenary Session was Chaired by Prof. V.S.Mathur, Ex. President, IAEA. Dr. Mushtaq Ahmed, former Chairman, National Institute of Adult

Education, presented Key Note Address on the theme of the seminar viz ""Evaluation in Adult Education : Past experiences and future strategies". This was followed by three Concurrent Thematic Sessions and the second plenary session in which twenty external evaluation study reports were presented by different individuals / agencies.

In the First Concurrent Thematic Session which was chaired by Shri. Satish Loomba, Director, DAE, Govt. of India. External Evaluation reports from four district of Bikaner, Sikar, Jalore & Jaisalmer were presented. Shri. A.M. Rajashekhar, Deputy Director, DAE gave expert comments on

Director, DAE who was Rapporteur of the session also gave his expert comments on the studies. The Third Thematic Session was chaired by Prof. N.K.Ambasht, Former Chairman, NIOS. Prof. Ambasht requested presenters of evaluation studies that they should only highlight innovative findings. In this session general evaluation issues were presented in which Dr. V.Reghu, Asstt. Director, Centre for Adult Continuing Education & Extension University of Kerala, Trivandrum and Dr. S.K.Gupta, founder President & Director of the society for Socio-Economic Studies and Services, Kolkata presented external evaluation reports of

Total Literacy Campaigns of Villuppuram, Tamil Nadu and TLC in Bongaigaon and Nalari districts of Assam. Prof. P.K.Majumdar, Head Population Studies Unit ISI Calcutta presented evaluation of total literacy campaign in Kamrup district of Assam. Papers covering general issues on

evaluation were presented in a plenary session. Prof. P. Dass Gupta from NIOS chaired the session. Shri. S.K.Sharma from DAE was the Rapporteur. Prof. S. Ranjan Mohapatra, Chairman, Vision Foundation presented his paper on "Need of a professional Management



Shri RN Mahlawat, General Secretary, IAEA, presenting bouquet to BK Asha Didi, Director, Om Shanti Retreat Centre.

the evaluation studies. The Second Concurrent Thematic Session was chaired by Prof. C.J.Daswani, Former Consultant, UNESCO. External Evaluation reports relating to Jhabua, Munger & Chittorgarh were presented in this session. Shri. Jagat Prakash, Asst.

Approach". Dr. S.K.Jain & Dr. S.N.Pande, Director, Multi Disciplinary Research Institute presented their paper on "Home ruth of Evaluation expereicnes". Dr. Madan Singh, Director, SRC, Lucknow presented his paper on "Evaluation in Adult Education - Past Experiences and Future Strategies". Dr. S.Bhargava fellow NIAE presented External Evaluation report of Churu District. Award winning best research study and best evaluation report were presented by Dr. Vijaya Kumar (Kerala) and Dr. Sahoo (Orissa).

After the presentation of papers in three Thematic sessions and the second plenary session, three Workshops were organized. The First Workshop was chaired by Prof. B.B.Mohanty. Rapporteur was Prof. Neerja Sharma. The group discussed about "Evolving a strategy of dissemination and Utilization of findings of Evaluation for improving Policy and Programme". The Second Workshop was chaired by Dr. S.K.Gupta. Dr. S.K.Kejriwal was the Rapporteur. The Workshop discussed "Suggestions for improving and Revising the Guidelines of Evaluation". Workshop III was chaired by Prof. TVK Subramaniam, Dean, Faculty Arts, Delhi University. Rapporteur was Prof. Nayana Tara, Faculty, Indian Institute of Management, Bangalore. The Workshop discussed issues related to "Identification of

important areas of Research and Follow-up".

The Third Plenary Session was held under the Chairmanship of Prof. K.S.Pillai. Dr. A. Mathew was the Rapporteur. Sh. R.N.Mahlawat, General Secretary, IAEA and Shri. Prem Chand, Consultant, IAEA also intervened in the discussion and gave suggestions for improving the system of evaluation. Reports of the three workshops were presented and discussed in this session. Draft recommendations of the seminar which were prepared by a drafting committee comprising of Dr. K.S.Pillai (Chairman), Sh. Prem Chand (Rapporteur), Prof. B.B.Mohanti, Dr. Madan Singh, Dr. H.L.Sharma & Dr. A.H.Khan as members were presented by Dr. K.S.Pillai.

The conference realized the need for streamlining and strengthening the Evaluation system of TLC, PLP, CEP, SRC, JSS, ZSS etc. It strongly recommended National Literacy Mission (NLM) to constitute a National Expert Committee on Evaluation to undertake this task.

The Valedictory Session was Chaired by Shri. K.C.Choudhary, President : IAEA & Chancellor: IIALE. B.K.Asha didi was the Chief Guest. Dr. A.H.Khan welcomed the Chief Guest and gave an introduction of B.K.Asha Didi. Prof. S.Y. Shah, Hon. Director : IIALE gave an overview of the seminar and the recommendations arrived

during the seminar. Shri. K.C. Choudhary on behalf of IAEA thanked the Chief Guest B.K.Asha Didi and other guests from Om Shanti Retreat Centre, Director, DAE, Shri. Satish Loomba and other officers from DAE and NLM, Resource Persons and participants. He felt that the seminar was organized in a very peaceful environment and several recommendations have been made during this seminar.

The Chief Guest B.K.Asha Didi gave her blessings to the participants and the organizers of the seminar. She also informed the participants about the activities of the Om Shanti Retreat Centre. She indicated that Om Shanti Retreat Centre is also involved in the life long learning activities like IAEA and suggested that we could collaborate in these activities in bringing out a change in the behaviour of the people. Creativity, concentration and good behaviour are important and every body need to spend some time on devoting herself/himself to promote value system of education. During the conference/seminar a cultural programme (Haryanvi dance & song, etc.) was arranged and students of Swami Uma Bharti Public School and JKS Vidyalya Rewari participated alongwith delegates.

Shri. R.N.Mahlawat, General Secretary, IAEA presented vote of thanks.

Course on Research Methodology and Recent Developments in Adult Education.

Attention of participants

International Institute of Adult & Lifelong Education has accepted nomination of persons who have paid their fee for the above course being organized from 3rd December 2003 to 12th December, 2003 at IAEA House 17-B I.P. Estate, New Delhi. Boarding and lodging arrangements have been made from the afternoon

of 2nd December to 12th December, 2003. The participants are required to report for the seminar by the evening of 2nd December or in the morning of 3rd December, 2003 at 17-B, I.P.Estate, New Delhi. New nominations or applications may also be considered against a few vacant seats.

Any person interested in joining the Research Methodology Course starting

from 3rd December, 2003 is advised to reach IAEA House 17B, IP Estate, New Delhi on 3rd December, 2003 in the morning. He/She can participate in the course after paying the prescribed course fee of Rs 3000 on or before 3-12-2003.

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

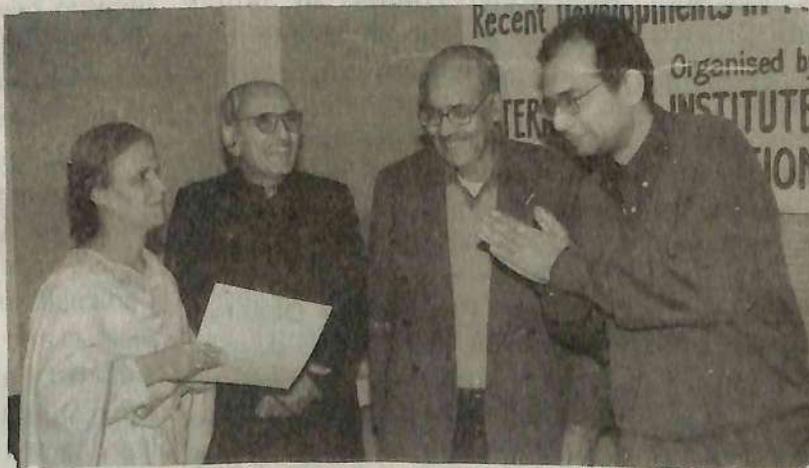
A short course on "Research Methodology and Recent Developments in Adult Education" was organized jointly by the International Institute of Adult and Lifelong Education and Indian Adult Education Association and Group of Adult Education, Jawaharlal Nehru University during December 3-12, 2003 at the IAEA House, New Delhi. 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 and continuing education. Nineteen

participants registered for the course from State Resource Centres, Jan Shikshan Sansthan, Zilla Saksharta Samithies, University Departments of Adult Education and non-Government organizations from eleven states, viz, Haryana, Goa, Orissa, Madhya Pradesh, Rajasthan, Tamil Nadu,

Maharashtra, West Bengal, Uttaranchal, Chhattisgarh and Delhi.

The curriculum of the course was drawn up in consultation with the experts in the field and keeping in view the feedback received from the participants of the previous

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 - Professor, NK Ambasht, the former Chairman of National Institute of Open Schooling, who appreciated the course design and highlighted the role and importance of research in improving the programmes. He discussed in detail the difference between literacy and education and role of adult education in



Chief Guest Sh. Jagan Mathews, DG, NLM distributing Certificate to participants. Also seen in the picture are Sh. KC Choudhary, President & Sh. R.N. Mahlawat, General Secretary, IAEA.

course.

The course was covered in twenty-two sessions. The inaugural session was chaired by Sh. KC Choudhary, the Chancellor of International Institute of Adult and Lifelong Education and President of Indian Adult Education

development.

Shri RN Mahlawat, the Registrar of the International Institute of Adult and Lifelong Education and General Secretary of Indian Adult Education Association gave the vote of thanks.

cont. on next page

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 & Programme of Adult Continuing Education in India (Dr. Mohan Kumar, Additional Director, Directorate of Adult Education).

2. International Developments in Adult Education: An overview of Confintea (Prof. CJ Daswani, Executive Director, REMEDIA and former UNESCO Consultant).

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

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

5. Statistical Methods of Research in Adult Education - (Dr. Premchand, Senior Consultant, International Institute of Adult and Lifelong Education).

6. "Methods of Research" (Prof. KD Gangarde, Former Pro Vice Chancellor, University of Delhi).

7. Role of Open Basic Education and NIOS (Prof. NK Ambasht, Ex. Chairman, National Institute of Open Schooling).

8. Preparation of Research Design- (Prof. SK Bahtti, Head, Dept. of Continuing Education, Jamia Millia).

9. An overview of Education For All in India (Dr. A. Mathew, Senior Fellow, International Institute of Adult and

Lifelong Education).

10. Evaluation in Adult Education - (Dr. AM Rajshekhar, Deputy Director, Directorate of Adult Education).

11. Role of ASPBAE in the Promotion of Literacy Programme and Research (Dr. Maneka Roy, Literacy Coordinator, Asia and South Pacific Bureau of Adult Education).

12. Research in Adolescence Sexual and Reproductive Health - (Geeta Kataria, National Coordinator, Population Education).

13. Status of Population Education and Scope of Research - (Dr. A. Bhargava, Fellow, National Institute of Adult Education).

14. Women and Literacy: Areas of Research - (Ms. Archana, Nirantar)

15. An overview of Research Trends in Adult Education- (Prof. SY Shah).

16. Innovative Approaches to Literacy: Accelerated Female Literacy Programme of UP- (Dr. Madan Singh, Ex. Director, SRC, UP)

17. Youth Policy and Programmes in India- (Dr. S. Ambekar, Programme Director, Viswa Yuvak Kendra).

18. Important Areas of Research in Drugs- (Dr. MC Paul, Associate Professor, Group of Adult Education, JNU)

19. Research Gaps in Adult Education- (DR. Usha Reddy, Director, Commonwealth Media Research Centre for Asia).

20. Role of ODL in Adult Education- (Dr. Poonam Bhushan, Reader, School of Education, IGNOU).

21. Role of World Education in the Promotion of Adult

Education- (Dr. Suneeta Sharma, Country Director, World Education).

22. Development Discourse in Adult Education- (Dr. Chandrasekharan Nair, Deputy Director, Centre for Extension, IGNOU).

Two films on Continuing Education were also screened for the participants. As part of the course each participant reviewed a book on Adult Education. These reviews were presented by the participants and followed up by discussions.

The Chief Guest of the Valedictory Session was Shri Jagan Mathews, IAS, Joint Secretary and Director General of National Literacy Mission. Welcoming the Chief Guest, Shri KC Choudhary, President, IAEA, gave a brief background of the course and growing need of it. Professor SY Shah provided an overview of the course contents, and background of the participants and feedback received from them. After a brief interaction with the participants, Shri Jagan Mathews discussed the literacy scenario in the country with particular reference to backward districts and gender disparities. He exhorted the participants to take up the challenge and task of liquidation of illiteracy by linking literacy with livelihood. He stressed the need for convergence of literacy and various developmental programmes and building bridges with them. After the brief address, Shri Mathews distributed certificates to the participants. Shri RN Mahlawat, General Secretary, IAEA, extended a vote of thanks.



बच्चों को स्कूल जाने से रोका तो सजा पाएंगे मां-बाप

केंद्र सरकार ने छह से चौदह साल तक के बच्चों को अनिवार्य रूप से स्कूल भेजने के लिए विधेयक का एक नया मसौदा तैयार किया है, जिसके तहत दाखिले के बाद स्कूल में बच्चे का आना सुनिश्चित करना शिक्षकों का दायित्व होगा और विद्यालय नहीं भेजने पर माता पिता को भारी जुर्माना अदा करना होगा।

निशुल्क एवं अनिवार्य शिक्षा विधेयक 2003 का मसौदा राजनीतिक दलों में वितरित किया गया है और इसमें कहा गया है कि नौकरी या अन्य कार्यों से बच्चों, बच्चियों को स्कूल जाने से रोकने की किसी को अनुमति नहीं होगी।

मसौदे में कहा गया है कि सरकारी स्कूलों में पढ़ने वाले बच्चों से कोई शुल्क या अन्य मदों में पैसा नहीं लिया जाएगा। यह प्रगतिशील कदम शिक्षा को मूल अधिकार बनाने के संविधान संशोधन को आगे बढ़ाने के लिए उठाया गया है जिसके तहत प्रतिष्ठित निजी स्कूलों को गरीबी रेखा से नीचे जीवन यापन करने वाले 20 प्रतिशत बच्चों को दाखिल करना अनिवार्य होगा।

विधेयक के प्रावधानों का उल्लंघन करने वालों पर जुर्माना लगाया जाएगा जो 500 रुपये तक हो सकता है और बार बार इसका उल्लंघन करने पर प्रतिदिन के हिसाब से 50 रुपये का अतिरिक्त जुर्माना देना होगा। 6 से 14 साल तक के बच्चों को निशुल्क और अनिवार्य शिक्षा मुहैया कराने के उद्देश्य से बनाये गये इस विधेयक के अनुसार इस अधिनियम के तहत कोई अदालत सक्षम अधिकारी, उपस्थिति प्राधिकारी या किसी सामान्य अथवा विशेष आदेश से इस काम के लिए स्थानीय

प्राधिकारी की ओर से अधिकृत किसी सक्षम अधिकारी की शिकायत के बिना कोई अदालत किसी अपराध का संज्ञान नहीं ले सकती। जिन बच्चों के मां बाप नहीं होंगे उस दशा में बच्चों के निवास स्थान के तहत आने वाला स्थानीय अधिकारी उसका अभिभावक होगा।

बिना स्कूल भेजे मां ने बनाया छह भाषाओं का ज्ञाता

अगर कोई बच्चा बगैर स्कूल जाए छह भाषाएं सीख जाए तो उसे आप क्या कहेंगे। शायद करिश्मा। ये करिश्मा कर दिखाया है 14 वर्षीय अशशू व 11 वर्षीय कूनी (दलाईलामा द्वारा रखे गए नाम तेनजिंग आनंदा व तेनजिन करमा) भाइयों ने। ये दोनों हिंदी, अंग्रेजी, पंजाबी, जर्मन, उर्दू व फ्रेंच अच्छी तरह लिख, पढ़ व समझ लेते हैं। दोनों पेंटिंग्स करते और खुद कम्प्यूटर पर संगीत की धुन बजाकर डांस करते हैं।

ये सब सीखने के लिए अशशू व कूनी को कभी शिक्षक की जरूरत नहीं पड़ी। उनके मां-बाप ही उनके गुरु हैं। पिता अर्नेस्ट अल्वर्ट व मां हरजीत अल्वर्ट शुरू से ही अपने बच्चों को कोहिनूर हीरे की तरह तरासने का सपना देखते थे। उनका ये ख्वाब पूरा होता नजर आता है। भास्कर ने अल्वर्ट फेमली के घर जाकर उनकी दिनचर्या देखी। सारे सदस्य टैशन फ्री होकर काम करते हैं। बच्चे खेल-खेल में कुछ न कुछ सीखते नजर आए। साहित्यकार बनने का सपना संजोने वाले अशशू की फितरत हर घटना को कविता व नाटक के रूप में कागजों पर उतारना है। छोटा भाई कूनी संगीत की दुनिया में कुछ करना चाहता है। वह बगैर किसी शिक्षक के केसियो पर सभी गानों के राग व धुन बजा लेता है। बच्चों को स्कूल न भेजने के फैसले के बारे में हरजीत ने कहा, 'पांच-छह साल की उम्र

में हमारे बच्चों ने घर पर ही काफी शिक्षा ले ली थी। इसलिए हमने महसूस किया कि स्कूल भेजने से बच्चे किसी एक क्षेत्र में ही सिमट जाते हैं। बस्तों का बोझ बढ़ने के साथ होम वर्क की टैशन अलग। इससे बच्चों को दूसरे क्षेत्रों के बारे में जानने का समय ही नहीं मिलता। घर पर पढ़ाने के कारण दोनों आज कई भाषाएं लिख-पढ़ सकते हैं। कम्प्यूटर, संगीत, खेलकूद, कविता और कहानी भी वे लिख लेते हैं। अर्नेस्ट अल्वर्ट के अनुसार, अपने बच्चों को दुनिया से अलग रखने की चाहत पूरी हो गई। शिक्षा के सरकारी प्रमाणपत्रों की जरूरत ही नहीं है क्योंकि बच्चे भविष्य में नौकरी करना ही नहीं चाहते। उन्होंने कहा, स्कूल में लाखों रुपये खर्च करने की बजाय हमने घर पर बहुत कम पैसे में अपने बच्चों की अच्छी शिक्षा दी है। दोनों भाइयों को विदेशी साहित्य पढ़ने का बहुत शौक है।

पहले खुद पढ़ी मां : अशशू व कूनी को पढ़ाने से पहले हरजीत अल्वर्ट को शुद्ध पढ़ना पड़ा। हरजीत ने सभी भाषाएं पहले खुद सीखी, फिर बच्चों को सीखाई। हरजीत कहती है। मैंने बच्चों के हर पल को खेल-खेल में शिक्षा के साथ जोड़ा। इसलिए वे सब सीख पाए। दोनों ने गिनती राजमा व चने के दानों से सीखी। कलर की पहचान बटनों से करना। पिता अर्नेस्ट अल्वर्ट बच्चों की प्रतिभा को श्रेय हरजीत को देते हैं।

ओपन से दी मैट्रिक की परीक्षा : दोनों भाइयों ने मां हरजीत के साथ मिलकर हर दिन की घटनाओं को पर्सनल डायरी में दर्ज कर रखा है। दोनों भाई ओपन स्कूल से मैट्रिक की परीक्षा दे चुके हैं। शैक्षणिक योग्यता के लिए नहीं, बल्कि हिमाचली होने व जन्मतिथि के प्रमाण के रूप में सरकारी डॉक्यूमेंट के लिए।

ओपन से की मैट्रिक : दोनों भाइयों ने मां हरजीत के साथ मिलकर हर दिन की घटनाओं को पर्सनल डायरी में दर्ज कर रखा है।

Education for All Global Monitoring Report 2003/2004

Girls continue to face sharp discrimination in access to school

Despite slow but significant progress achieved in the 1990s, girls continue to face "sharp discrimination in access to schooling" in a majority of developing countries, according to UNESCO's global report.

Gender parity in education remains a distant prospect in 54 countries including 16 countries in sub-Saharan Africa as well as Pakistan and India, says the latest **Education For All Global Monitoring Report**, the most comprehensive survey of education trends worldwide. In China, the most populous country in the world, boys will continue to outnumber girls in secondary schools for many years to come.

Gender equality in education is one of the six goals of the Education For All programme endorsed by 164 governments at the World Education Forum, in Dakar, Senegal, in April 2000. As a first step to achieving equality, they set the target of 2005 to achieve gender parity (equal enrolment of boys and girls) in primary and secondary education.

The report measures efforts being made in all parts of the world to enrol more girls in school. In the decade 1990 to 2000, the number of girls in primary school increased faster than that of boys, with the global Gender Parity Index (GPI) rising from 0.89 to 0.93

(a GPI of 1 indicates parity between the sexes). But 57% of the estimated 104 million primary-age children out of school worldwide are girls, which suggests that discrimination remains a pressing problem. Of the 128 countries for which data for the reference year 2000 is available, 52 have already achieved gender parity or will have done so by 2005 at primary and secondary level.

Amongst the poorest performers in terms of girls' access to primary school, according to the Report, are Chad with a GPI of 0.63, Yemen (0.63), Guinea-Bissau (0.67), Benin (0.68), Niger (0.68), Ethiopia (0.69), Central African Republic (0.69), Burkina Faso (0.71), Guinea (0.72), Mali (0.72), Liberia (0.73), and Pakistan (0.74). Girls' enrolment in these countries is only three quarters that of boys. India, with a GPI of 0.83 at primary level, is only slightly ahead.

"Investing in the education of girls has a high pay off," says Christopher Colclough, the director of the Global Monitoring Report. "Education helps to increase (womens') productivity to a significant extent, thereby adding to household incomes and reducing poverty. It also increases personal and social well-being. When parents, in particular mothers, are educated, their children – both boys and girls – will be healthier, better nourished and have a greater chance of going to school and doing well there.

Investing in educating girls now is one of the best ways of ensuring that future generations will be educated."

This year's Report also includes an EFA Development Index, providing an overall view of the progress countries are making towards the four Dakar goals that can be most easily measured: universal primary education, adult literacy, quality of education (survival to grade 5) and gender parity. This first index presents data for 94 countries for the year 2000, excluding most of the OECD Member States, but including between 50 percent and 80 percent of the countries in sub-Saharan Africa, the Arab States, South and West Asia and Latin America and the Caribbean.

Of these countries, only 16 – most of which are in Central and Eastern Europe and Latin America and the Caribbean – have either achieved or are close to achieving the four goals listed above, having an EDI of 0.95 or higher. Forty-two countries, all in developing regions, have EDI values of between 0.80 and 0.94, which puts them within reach of the EFA goals provided they keep up the momentum. Another 36 countries have EDI values lower than 0.80, which means they are a long way from meeting the Dakar objectives. Twenty-two of these lowest EDI countries are in sub-Saharan Africa, but they also include Bangladesh, India, Nepal and Pakistan.



Different Approaches for Achieving EFA - The Indian Experience

The different approaches made by eight states in India to achieve Education for All are presented in a new publication just launched by UNESCO New Delhi in Collaboration with the National Institute of Educational Planning and Administration (NIEPA).

Entitled "Different Approach for Achieving EFA, Indian Experience," it takes into account the country's rich diversity of Socio-economic structures, languages, cultures and traditions, and recognizes that sustainable change and development in basic education is highly conditioned by state-specific contexts. It points out that the main thrust of the states is to make education relevant to societal needs, to develop further community-based education and to enhance participation by the community in supporting basic education.

The eight states include Andhra Pradesh, Assam, Himachal Pradesh, Karnataka, Madhya Pradesh, Rajasthan, Uttar Pradesh and West Bengal. They were selected in view of the unique contexts they present with respect to EFA status and the wide range of initiatives taken up.

Data was collected from each of the states, which was presented during a National Seminar held in September this year. Each of the states involved have adopted the Dakar Framework, and are striving to achieve the six goals set down by 164 countries at the World Education Forum in Dakar, Senegal (April, 2000) Those goals are :

- ▶ Expanding and improving comprehensive ECCE, especially for the most vulnerable and disadvantaged children.
- ▶ Ensuring that by 2015, all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality. Ensuring that the learning needs of all young people and adult are met through equitable access to appropriate learning and life skills programmes.
- ▶ Achieving a 50 percent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.
- ▶ Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.
- ▶ Improving every aspect of the quality of education, and ensuring excellence so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Efforts in all the states are

underpinned by the national programme Sarva Shiksha Abhiyan, and reinforced by local initiatives focusing, for example, on girls' education and elimination of child labour. Alternative programmes for children with special needs and minority groups are also highlighted. In West Bengal, for example, authorities are attempting to bridge the gender gap by the creation of 7,648 Mother Teacher Associations (MTAs), the training of over 50,000 primary teachers, and raising the awareness of women panchayat and all VEC members to the importance of educating girls. In UP the janshala programme aimed at providing UEE is implemented in eight blocks and 110 urban wards of Lucknow district and is said to have mainstreamed 4,740 children. In Rajasthan, girls' education has been boosted through the establishment of the Balika Shiksha Foundation, the strengthening Anganwadis and Balwadis, separate girls upper primary schools, and the construction of separate toilets for girls. In Madhya Pradesh there is great focus on decentralization and substantive powers are given to the panchayats. There are also undertakings such as Lok Sampark Abhiyan, which is a form of household survey to tap all the school age children and Padma Badna Andolan, which is an attempt to make everyone literate. Karnataka, Andhra Pradesh, Assam and Himachal Pradesh all focused on the ECCE in their quest to achieve EFA.



"We Must Do Better", Concludes High Level Group On Education For All

Progress towards gender parity in education needs to be drastically accelerated, concluded the participants at the Third Meeting of the High Level Group on Education For All, which was jointly organized by UNESCO New Delhi and Government of India in New Delhi from 10-12 November 2003.

In a communique (The full text of the communique adopted by the High Level Group is available at : www.unesco.org/education/efa/hlg2003) issued after two days of intense discussion, the heads of states, ministers, representatives of international organizations and agencies and specialist non-governmental organizations said they were "encouraged by the evident progress in gender parity particularly at primary level where the proportion of girls to boys enrolled rose from 88 percent in 1990 to 94 percent in 2000." However, they added the fact that 57 percent of the world out-of-school children are girls and that almost two thirds of the 860 million non-literate people are women indicates that girls continue "to face sharp discrimination in access to education at all levels."

They praised the recently released Education for All Global Monitoring Report for its "high quality analysis based on internationally available data", and said that its finding underlined that education for girls and women is not only a human right but a sine qua non for achieving other development priorities".

The participants proposed a series of immediate measures to be taken by governments, agencies, NOGs and civil society to boost efforts to achieve gender parity in education by 2005 and gender equality by 2015, the deadlines set by 164 countries at the World Education Forum held in Dakar, Senegal (April 2000).

Governments, for example, should introduce national legislation to enforce children's right to free and compulsory quality education, prevent child labor and prohibit early marriage. They should also eliminate school fees and reduce other indirect costs, adopt gender sensitive curricula integrating HIV/AIDS issues and reproductive health, strengthen the number, competencies and status of women teachers, and increase investment in early childhood care as well as skills and literacy programmes for women and adolescents.

Non-government and other civil society organization, "should become fully recognized and accepted partners in the effort to achieve the gender and EF goals". They should maintain pressure on government and the international community to meet their commitments for supports for education, and provide innovative education programme for out-of-school girls.

The High Level Group, which meets annually to measure progress towards the Education for All goals set in Dakar, also stressed the necessity for better coordination and harmonization

of EFA efforts at international and national levels and recommended the strengthening of data collection systems to ensure ever-greater accuracy in monitoring of progress towards the education for all goals.

At the close of the meeting, UNESCO Director-General Koichiro Matsuura expressed his determination to "improve follow-up to the High Level Group and to strengthen links with our partners," and added that "we are not complacent in any way about the need to secure appropriate and viable improvement in coordination and mobilization." The next meeting of the High Level Group on Education for all will be held in Brazil November 2004. □

A useful Handbook for Voluntary Organizations about Programmes / Scheme

The Book provides vital information about several programmes/schemes being implemented through voluntary organizations. The information required by the voluntary organizations regarding assistance extended by various Govt. Departments is given. It has identified 16 departments providing financial assistance under 40 schemes for NGOs/ voluntary organizations. Contact Smt. N Bharathi,, Bal Bharathi, F-196, Dilshad Colony, Delhi - 110 095. Ph. (Mob.) 011-9891039849 for further details and copies. Price Rs. 500/-, pp. 153. □

4,367 more teachers to be appointed in Kashmir

As many as 1,267 primary schools will be opened in Kashmir Division under the Sarva Shiksha Abhiyan (SSA) during the current financial year, while 508 primary schools will be upgraded to the secondary level.

Stating this at a meeting of the education officers, Minister of State for Education Abdul Rehman Veeri said 4,367 new teachers would be appointed under the programme.

About 1,828 centres under the Education Guarantee Scheme would also be set up in the valley and an educational volunteer each engaged for these centres.

School Education Secretary Mohammad Manzoor Bhat and

School Education Director G A Peer also attended the meeting.

Enumerating various steps taken by the coalition government for improving quality of education in tune with modern standards, the minister said construction of school buildings and computer labs and creating additional accommodation for schools facing shortage of accommodation were among the main projects being planned this year. He said Rs 3.21 crore had been earmarked for setting up 153 computer lab units, which were under execution. Another 20 such labs would be established in the valley at a cost of Rs 42 lakh next year.

Mr Veeri said the building for the State Institute of Education was under construction at Srinagar at an estimated cost of Rs 1.50 crore. Besides, six district institutes of education costing Rs 10 crore were under construction in various districts of the valley.

The minister said 223 school-buildings at a cost of about Rs 10 crore were under construction in the valley under NABARD. Mr Veeri said under the 11th Finance Commission, nine more school-building at a cost of Rs 1.47 crore were nearing completion in the valley. □

Plan panel okays NGO - watch policy

The Planning Commission has cleared a new national policy on the voluntary sector. If the policy is approved by the cabinet, NGOs will be expected to raise funds in the form of donations or user charges for the development work they undertake in partnership with the government. "These funds may even be used for the maintenance of the infrastructure created by the government," said an official. The new policy will provide the do's and don'ts for NGOs working with the government on various developmental projects.

The policy will comprise a list of NGOs, whose credentials have been verified by the government. "The state governments can refer to this list when they are short-listing NGOs for any development project," said an official. For transfer of public funds, the government will grade the NGOs

and fix their financial limits. This will be done in consultation with members of NGO. The new policy also proposes to suitably amend the Foreign Contribution Regulation Act to facilitate clearance of funds. "While keeping a check on them, the policy aims at encouraging the involvement of NGOs in public service institutions like schools, vocational training centers, family welfare centers and hospitals," the official said.

Informal associations like youth clubs, self-help groups and mahila mandals will have to register themselves with the local administration or any higher authority. "Care will be taken to ensure that the registration process is user-friendly and non-regulatory if public funds are not accessed," the policy says.

To ensure that volunteers

receive respect and cooperation from government officials and the community, a model charter of volunteer rights and privileges will be drawn up in the new policy. All arms of the government and public institutions will have to adopt this charter. Under the new policy, consultative forums will be set up in the state governments as well as the Planning Commission to collaborate with the NGOs.

Coordination committees will also be set up at the Central, state and the district levels. These will look into the grievances that the NGOs may have. Other issues pertaining to their work, particularly implementation of projects, can also be taken up by these committees. The Central and state governments will also institute awards for NGOs that have done well in their respective fields. □

Online courses soon with varsities abroad

They are calling it the new age global platform for education. And although educational institutions across the world are still not done with debating over the advantages and disadvantages of e-learning, the number of universities ready to take up the challenge seems to be on the increase.

This week saw Prof. K.K. Aggarwal being re-appointed as the Vice-Chancellor of Guru Gobind Singh Indraprastha University in Delhi for another term of five years. And not surprisingly, it is going the e-way that is topping the priority list of the Capital's only university for professional courses.

While the Vice-Chancellor is hoping to introduce online

examinations wherever centers and students seem to be ready for the concept, also in the pipeline are a number of online courses that the university hopes to introduce through tie-ups with international universities.

This includes the proposal to start an online programme with the University of Warwick (UK) in Law and Development. To be started from the coming academic year of 2004-2005, the tie-up will offer a two-year Master's degree in Law and Legal studies (LLM) to students of the university.

Apart from their study course in India, the students would also be going to Britain for a two to four-week internship programme with the University of Warwick.

The curriculum for the course will be jointly developed by both universities, with special focus on Asian issues and emphasis on Indian topics like law in content of urban development and environment. It will, moreover, include inputs on human rights, intellectual property rights, cyber law, laws for women, humanitarian law and refugee laws, etc.

The university also has a proposal to start an LLM course through a tie-up with the University of Queensland. In this case, students of the university will undertake three semesters here and one in Brisbane. Plans are also afoot to start a course in Information Technology with the University of Hainan, China. □

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Education can help India scale new heights : Shekhawat

The Vice President, Bhairon Singh Shekhawat, called upon the academic community to help reduce social disparities and discrimination by raising the standards of education so that the target of making India a developed nation by 2020 could be achieved. Education, he said, is the key to progress in all spheres and has an enormous potential for development. Addressing the 15th convocation of the Mohanlal Sukhadia University, Mr. Shekhawat said an atmosphere conducive to educational excellence was already building up in the country and its correlation with the globalization process could benefit the country. "The open market has thrown up immense challenges before us and they can be met if our future generation makes a resolve to scale new heights," he said.

The Vice President laid emphasis on utilizing the vast human resources available in the country as well as the advances made in science and technology for the betterment of the underprivileged sections of society. "The 26 crore people

living below poverty line are looking at you with high hopes. You owe a duty to them to strive for equitable distribution of the fruits of development," Mr. Shekhawat said while expressing concern over divisions and discords affecting the society. The Chancellor and Rajasthan Governor, Kailashpati Mishra, conferred the degree of doctor of literature honoris causa on Mr. Shekhawat, with the Vice-Chancellor, A.K. Singh, commending his perseverance in promoting the "politics of consensus and accommodation" without compromising the values and principles in his capacity as the Vice-President and Chairman of the Rajya Sabha.

Mr. Shekhawat - delivering the convocation address for the first time in a university in his home state after becoming the Vice President - recalled the contribution of the veteran leader and former Chief Minister, Mohanlal Sukhadia - after whom the varsity has been named - to the State's progress and asked the students to follow the noble

contd on page 4

VS Mathur passed away

With profound grief IAEA informs the sad demise of Sh. VS Mathur on 12th January, 2004, one of the stalwarts of adult education, trade union movement and workers education. Born in 1920, VS Mathur was a luminary in labour movement; founder Director of ICFTU Trade Union College in Calcutta (1957-65); General Secretary of Asian and Pacific Region of ICFTU for over 24 years (1965-89); Secretary of IAEA twice (1948-52 and 1979-80) and President during 1981-83. International organisations like UNESCO and ILO drew heavily from his enormous knowledge, experience and expertise in workers' education. History of workers', adult and recurrent education in India would be woefully incomplete without reference to his writings. In grateful recognition of his lifelong contribution in 1993, IAEA presented to him the Nehru Literacy Award for that year. IAEA family pays homage to this great luminary who is no more with us.

Back education with jobs : Kalam

President A.P.J. Abdul Kalam warned that if higher education was not backed by employment opportunities, it could lead to "instability in the social structure".

Addressing the concluding function of the golden jubilee celebration of the University Grants Commission (UGC), Dr. Kalam said that banks could help universities in making entrepreneurs out of graduates.

He told a gathering of Vice Chancellors, Governors and academicians that the country's higher education system had grown manifold and was turning out three million graduates every year. But, he rued, the employment generation system was not able to absorb them.

The education system should cull out a multi-pronged strategy

to highlight the importance of entrepreneurship and prepare college students to set up their own enterprises. The youth should be given the confidence to say, "We can do it", Dr. Kalam stressed.

The banking system should provide venture capital at the village level. "Banks have to be proactive to support the innovative products for enabling wealth generation by youth entrepreneurs by setting aside the conventional tangible-asset syndrome," the President said.

Banks could meet risks through analysis of successful venture capital enterprises. Mega projects like Pura (providing urban amenities in rural areas), inter-linking of rivers, infrastructure missions, power missions and

tourism would enhance people's purchasing power. Border trade could generate marketable products if "we have a friendly border in all sectors," the President said.

Around 260 million people in India live below the poverty line. They need education, habitat, health care and jobs. For this, universities need to change the syllabi and nurture entrepreneurial skills, Kalam said.

On the occasion, HRD Minister Murli Manohar Joshi announced 1000 scholarships for post-graduate students of general course. A book, Fifty Years of UGC, by Dr. Kavita Sharma, and a new emblem for UGC - Gyan-Vigyan Vimukta (Knowledge liberates) - were also released. ●

Joshi : Donors should strive harder for Education for All

India asked donor nations and agencies to address the populous countries' concerns "for any substantial progress towards Education for All."

"The fast-track initiative... seems to have given the E9 countries a go by," India's Human Resource Development Minister Murli Manohar Joshi told the group's 5th Ministerial Review Meeting at Cairo, Egypt.

This was clear "with none of them finding a place in the list of 18 countries selected for funding in the first instance," Dr. Joshi told delegates in remarks made available in New Delhi.

"These 18 countries constitute only 18 million of the estimated 113 million children out of school," Dr. Joshi said pointing out that the emphasis should be to target "fund flow at countries where they are needed the most." Merely increasing the number of countries on the fast track won't help. Dr. Joshi said that even among the 18 nations picked, "only ten have had their plans approved so far."

Dr. Joshi said, "the importance of E9 seems to be somewhat diminishing in the eyes of international organizations, (which) seem to forget that for any

substantial progress towards EFA, concerns of these nine countries would have to be addressed."

Dr. Joshi spoke a day after the group - India, Egypt, China, Mexico, Brazil, Pakistan, Bangladesh, Nigeria and Indonesia - held expert level discussions in the Egyptian capital

EFA is a campaign to universalize primary education under the United Nations Education, Scientific and Cultural Organization auspices. It was launched in 1990 with 2000 as the deadline. The effort failed and the goal was reset for 2015.

But experts say headway is still

for from encouraging. A High Level Group meeting held in New Delhi last month pointed out flaws in efforts to bridge gender gaps in spreading primary education.

The Minister regretted that "all E9 countries are not automatically invited to the meeting of High Level Group for monitoring progress towards EFA."

He emphasized that to "ensure that the focus remains on countries where major problems lie... all E9 countries should in our opinion be necessarily invited to the meeting of HLG every year." The Minister stressed that "external funding respects individual country's development priorities, and there is no imposition of unwanted conditionalities," Dr. Joshi said E9 countries must also be involved in preparing the global monitoring report for EFA saying, "This would make the report more meaningful and useful."

The report is currently prepared by a UNESCO appointed "independent" expert team. The one issued in New Delhi last month reported that girls face "sharp discrimination in access to schooling" and gender parity is a "distant prospect" in India and 53 other developing nations. He said India has made significant progress towards the EFA goals, with the Gross Enrollment Ratio, for instance, having risen from 43 percent in 1951 to 95 percent.

Dr Joshi said that E9 countries must "strengthen" cooperation amongst themselves "so that we reinforce each other's successes and good practices." ●

Focus on embedding Indian values with education

A common minimum syllabus with greater emphasis on physical, emotional, aesthetic and spiritual development and selection of teachers with higher levels of values and commitments are some of the recommendations put forth at a national seminar held by the National Council of Education Research and Training (NCERT) on "Psychology in the Indian Traditions : Conceptual and Methodological Issues for Indian Schools".

Organised in association with the Central Department of Educational Psychology and Foundations of Education, the three-day seminar was an attempt towards charting out a course of action to bring Indian psychological tradition in a proper perspective, particularly the concept of methodological issues relevant for schooling.

While recommending the development of a curriculum for Indian psychology, the seminar had also stressed the need to design a flexible curriculum for students with different abilities and disadvantage and marginalisation. It further suggested that along with science and technology, nature study, fine arts, yoga meditation, value and culture education also need to be emphasised in schools.

According to NCERT, a "sincere and critical effort to appreciate the Indian perspective, ideas and concepts is pertinent at a time when the world is facing

crisis of various kinds"

The sub-themes on which the NCERT had invited papers during the seminar included topics like relevance of Indian psychological traditions to contemporary education/schooling, methods of psychological enquiry in Indian traditions with reference to education/schooling, methodology of self and personality development in Indian traditions, cognition and consciousness and human aspirations, motivation and emotion. Also included were other topics like nurturing creativity and talent in Indian thoughts, integrating self with society, development of values, virtues and attitudes and spirituality among others.

The need to re-examine the objective of education as well as selection of teachers had also been made. Also recommended is that Indian pedagogy derives its perspective from Vedic, Uanishads, Buddhist and Jain psychology.

The NCERT further feels that educational psychology taught at the B.Ed level needs to be reviewed and revised. ●

**Indian Adult
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New Year 2004**

Educating poor children: Delhi takes tips from Chicago

Delhi and Chicago are looking at technological co-operation in cleanliness, housing for the poor and school reforms, Shailaja Chandra, Delhi Chief Secretary, said.

Chandra was speaking at a meeting organized by the Confederation of Indian Industry (Delhi State Council) in honour of Richard M. Daley, the visiting Mayor of Chicago. She said that the challenges before Delhi are reducing the multiplicity of authorities, traffic jams, better waste management, affordable housing for the poor and controlling crime against women.

Chandra cited the Bhagidari scheme as an example of

community participation. She pointed out that the economy of Delhi is shifting towards the service sector as there are around 50,000 units, mainly into transportation, hospitality, storage, communication, finance, information technology and real estate.

Delhi can emerge as a hub of healthcare facilities in south Asia as it is cost effective compared to the US, said Chandra. She also highlighted the city's educational infrastructure : 5,000 schools, 92 colleges of general education, 12 universities and deemed universities including DU and IIT.

Chicago Mayor Daley said that

his city has been a pioneer in school reforms in the US. He outlined three of his innovative measures - Tax Increment Financing by which loan is given to low and moderate-income groups to repair homes and the money recovered from additional property tax. "After school" and "Gallery 37" are measures for school children. These provide children an opportunity to gainfully spend time after school, earn money and keep away from crime.

Daley said that citizens in community policing and school reforms cut down the crime in Chicago. C.K. Sharma, Chief Investment Commissioner of Uttar Pradesh, invited investments in Noida and Greater Noida.

Education can help....

contd from page 1

ideals and wisdom of the visionary stalwarts like him.

He said the pitfalls of globalization could be avoided by a watchful drive to protect the national interests and cited the example of India's opposition to the proposal to slash the agricultural subsidies at the recent Cancun Summit of World Trade Organization. "I strongly feel that despite gaining self-reliance in foodgrain production, we have not paid adequate attention to the agricultural by-product sector. It has an immense export potential," he observed.

Spelling out his conviction that "this century belongs to India", Mr. Shekhawat affirmed that the country - fifty years after coming out of the clutches of

imperialism - would march ahead to leave behind many of the developed countries in the sectors such as information technology and agricultural production. "The climate favorable for investments will improve in near future and benefit the indigenous entrepreneurs," he said.

Mr. Mishra, in his address hoped that the collective efforts of students and teachers would provide a new orientation to higher education in Rajasthan and said the varsity had helped improve the educational atmosphere in the tribal-dominated Udaipur division at a time when the world was shrinking fast by technological advances. Prof. Singh pointed out that the National Accreditation and Assessment Council (NACC) of the University Grants

Commission had last year given the B++ grade to the Sukhadia University in recognition of its academic achievements and the "productive" educational atmosphere prevailing in the varsity campus. He said the Sukhadia University was the only varsity in the State evaluated by the NAAC.

Earlier, the Chancellor of the university awarded doctorate degrees to 132 students from the humanities, science, law, management, education and commerce faculties, and gave away gold medals to 40 students, including 31 girls, who topped in various examinations in 2002. The convocation ceremony was organized in the university after a gap of two years.

Focus on girl child at education meet

The key to achieving universal education in South Asia lies in focusing on the social, cultural and economic barriers that prevent many girls from going to primary school, said experts at a three-day international conference on education held at Bahai House last month.

"A large number of children in the South Asian region are out of school," said Erma Manoncourt, representative of the UNICEF in India, noting that there are around 43 million such children and that the majority - some 26 million - of them are girls.

"It is only by increasing the enrolment and retention of girls that we can achieve the goal of universal education," said Mononcourt addressing a group of around 150 representatives from government and non-government organizations at the conference on 'Education: The Right of Every Girl and Boy'.

"Education is a fundamental right," said Jaskaur Meena, Minister of State for Women and Child Development in the Ministry of Human Resources Development. In the South Asian region, some 40 percent of children in primary school drop out before reaching Grade 5, half the population lives in severe poverty, leading to a low enrolment rate, and the quality of education in rural schools is poor, she added.

The minister said that India, nevertheless, is committed to providing education for all and, to this end, has launched a programme, Sarva Shiksha Abhiyan, which aims to provide quality basic education to all by the year 2010.

Chief Minister Sheila Dikshit said that the country must work harder to overcome cultural preconceptions which lead to discrimination against girls and prevent them from attending school.

"We are supposed to be a country of wise men. Yet, we are one of the most illiterate countries in the world," said Dikshit. "We still have states where the girl child is killed before being born." She added, "My grocer carries a cell phone, but does not think the girl at home needs to be educated. We must

make education a habit." The International Institute of Adult and Lifelong Education and IAEA contributed significantly to the Deliberations of the conference. Shri KC Choudhary, President, Prof. NK Ambasth, Hony. Emeritus Prof., Dr. SY Shah, Director and Shri RN Mahlawat, General Secretary and Shri A Mathew participated in Deliberations.

International Conference on Lifelong Education

Forty second International Conference on Lifelong Education was organized by the India section of World Education Fellowship at Gujarat Research Society in Mumbai during 4th to 9th, 2004. The conference was attended by about 550 delegates from different countries and states of India and 150 papers were presented in nine concurrent thematic sessions, viz., School Education; Higher Education, Reaching the unreached; Empowering special groups through education and life skill education; Learning through work contribution of civil society; Impact of information and communication technology on Lifelong Learning; Alternative educational structures and communicating values through education.

Dr. Azim Premji, Chairman, WIPRO Corporation gave the welcome address. The conference was inaugurated by Dr. Karan Singh, an eminent educationist and Member of Parliament. One of the highlights of the conference was the Dr. Madhuri Shah Memorial Lecture, delivered by Dr. Bikas Sanyal, Director, La Maison de Lude, Paris. Several eminent educationists viz., Prof. Chris Duke, Director, Community and Regional Partnership, Australia; Mr. Michael Carter, Country Director, India World Bank; Professor Arai Ikuo, Lifelong Learning Centre, Japan; Mr. Francis Fanthome, Chief Executive and Secretary of CISCE, New Delhi; Professor Alan Rogers, University of

Norwich; Professor David Turner, University of Glamorgan also delivered speeches during plenary sessions. As a part of the conference, a special programme for the youth was also held. Dr. Rupa Shah, Vice Chancellor of SNTD University addressed the youth.

The conference was held under the able leadership of Ms. Kallolini Hazarat, the President of the Gujarat Research Society and the Chair of India Section of the World Education Fellowship. Our important publications on Lifelong Education were also distributed to the participants. The conference provided an excellent opportunity to the participants to discuss various aspects of Lifelong Education and come out with very useful suggestions for promoting lifelong learning.

Shri B.L. Pareekh is no more

With profound grief IAEA informs the sad demise of B.L. Pareekh, on 3rd January, 2004, Chairman, Rajasthan Branch of IAEA. Shri Pareekh was a veteran economist, educationalist and finance expert.

He was Kulpramukh of Rajasthan Vidyapeeth, Ajmer Campus incharge of Haribhan Upadhyaya College of Education, Vijasingh Pathik Shramjeevi College, Dropadi Devi Mahila Vidyalaya and many other institutions of Ajmer and Rajasthan.

Prof. Praeekh had been Vice President of IAEA and associated with many organizations and print media.

IAEA family deeply mourns his death and prays to the Almighty to give peace to the departed soul.

Bhargava bereaves mother

Smt. Godawaribai, mother of Shri A L Bhargava, Associate Secretary of the Association, passed away on 30th December 2003. IAEA deeply mourns her death and prays to God to give peace to the departed soul.

प्राथमिक शिक्षा को दुरुस्त करने की तैयारी

केंद्र सरकार प्राथमिक शिक्षा में सुधार के लिए विधेयक लाएगी। 'मुफ्त और अनिवार्य शिक्षा - 2003' नाम से यह विधेयक संसद के अगले सत्र में लाने की तैयारी है। सूत्रों का मानना है कि सरकार विश्व मंच पर किए गए अपने वायदे को पूरा करने के लिए यह कदम उठा रही है ताकि 2015 तक निर्धारित समय सीमा के भीतर सभी के लिए शिक्षा (एजुकेशन फॉर आल) के लक्ष्य को पाया जा सके। जानकारों का यह भी कहना है कि सरकार यह बात अच्छी तरह जानती है कि अब तक तमाम शिक्षा नीतियों को लागू करने और उस पर असीमित खर्च के बावजूद शिक्षा क्षेत्र में अपेक्षित सफलता नहीं पा सकी है। इसलिए कोठारी आयोग की सिफारिशों के अनुरूप जिसमें 'समान शिक्षा प्रणाली' के तहत शिक्षा के प्रसार के लिए आधारभूत ढांचे पर सर्वाधिक बल दिया गया था, को दरकिनार करते हुए एक अलग विधेयक पेश कर रही है।

इस विधेयक के पास होने पर मौजूदा शिक्षा पद्धति में कई महत्वपूर्ण बदलाव होंगे। इस विधेयक में बच्चों को अलग से परिभाषित किया गया है। बच्चों को अलग से परिभाषित किया गया है। बच्चों और उनकी शिक्षा प्राप्ति के उम्र को छह से 14 वर्ष के बीच निर्धारित किया गया है। दूसरे शब्दों में 14 वर्ष से बड़े बच्चों की जो भले ही निरक्षर हों, शिक्षा पाने वालों की श्रेणी में नहीं गिना जाएगा। अब तक चले आ रही अनौपचारिक शिक्षा पद्धति जिसमें स्कूल बनाना या शिक्षकों का प्रशिक्षित रहना अनिवार्य नहीं होता।

और जिसमें कहीं भी इकट्ठा कर पढ़ा दिया जाता है, इसे यह विधेयक शिक्षण संस्थान के इकाई होने का स्थायी और कानूनी दर्जा देगा।

शिक्षा के प्रसार के लिए अब तक जो संस्थाएं हैं उनसे अलग 'नए प्राधिकरणों' को बनाए जाने की बात इस विधेयक में कही गई है। ये प्राधिकरण सर्वाधिकार संपन्न होंगे और हर स्तर पर होंगे। स्थानीय स्तर से लेकर राज्य स्तर तक केंद्र सरकार की ओर से अलग-अलग प्राधिकरणों को बढ़ाने की व्यवस्था इसमें की गई है, जो नई व्यवस्था के तहत शिक्षा प्रसार के लिए पूरी तरह स्वतंत्र होंगे। दूसरे शब्दों में नया विधेयक एक अलग 'पदक्रम व्यवस्था' लाएगा। नए विधेयक में शिक्षकों, माता-पिता या अभिभावकों और लोकल एटेंडेंट्स ऑथारिटी (एलएए) की जिम्मेदारियों को स्पष्ट कर दिया गया है। स्कूलों में बच्चों की गैर हाजिरी के लिए अब शिक्षक नहीं मां-बाप जिम्मेदार होंगे। बच्चा अगर गैर-हाजिर रहेगा तो उसे जुर्माना भुगतना पड़ेगा। लोकल एटेंडेंट्स ऑथारिटी (एलएए) की ओर से अभिभावकों पर एक हजार रूपए तक का जुर्माना लगाया जा सकेगा। इसके अलावा भुगतान में देरी पर 50 रूपए प्रति दिन के हिसाब से अतिरिक्त जोड़े जाने की व्यवस्था है। शिक्षकों को हाजिरी लेने, बच्चे के विकास पर ध्यान देने, और माता-पिता से लगातार संपर्क बनाए रखने जैसे कार्य सौंपे गए हैं। स्कूल के शिक्षकों और प्रबंधकों के काम में लापरवाही पर क्या सजा होगी इस बाबत विधेयक में कुछ नहीं कहा गया है।

पांचवीं तक पास-फेल का किस्सा ही समाप्त होगा

उच्चतर और माध्यमिक स्तर पर ग्रेडिंग प्रणाली को लागू करने की कवायद में जुटा केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) कम से कम प्राथमिक स्तर पर इस तरह का प्रयोग लागू करने जा रहा है। सीबीएसई स्कूलों को जल्द ही एक सकुर्लर जारी करने जा रहा है, जिसमें पांचवी तक के स्कूली बच्चों का मूल्यांकन परंपरागत परीक्षाओं द्वारा पास-फेल के माध्यम से नहीं होगा, बल्कि कक्षाओं में ही उनके सतत मूल्यांकन की व्यवस्था होगी।

इस प्रकार ये बच्चे पास-फेल के झंझट से मुक्त हो जाएंगे। सीबीएसई पांचवी कक्षा तक परंपरागत परीक्षाओं के स्थान पर बच्चों के लिए सतत मूल्यांकन की बात कर रहा है। सतत मूल्यांकन में कक्षाओं में होने वाली पढ़ाई के जरिए उनकी प्रतिभाओं को पहचानने और निखारने की बात शामिल है। कक्षाओं में ही रचनात्मक तरीकों से बच्चों का मूल्यांकन किया जाए। सीबीएसई का मानना है कि बच्चों की आंतरिक प्रतिभा को निखारने के लिए सबसे पहले उनके मन से पढ़ाई का तनाव दूर करने की आवश्यकता है, क्योंकि आजकल पहली कक्षा का बच्चा भी भारी बस्ते के साथ पढ़ाई का तनाव रखता है, जिसे उसकी आंतरिक प्रतिभा नहीं निखर पाती। यह जरूरी है कि बच्चों की प्रतिभा को समझकर उसे आगे बढ़ाया जाए। सीबीएसई के निदेशक जी. बालासुब्रह्मण्यम का कहना है कि बच्चों को ललित कलाओं में भी निपुण करने का

प्रस्ताव है। स्कूली स्तर पर यह पहचाना जाए कि बच्चा किस क्षेत्र में रुचि रखता है, फिर उसी के अनुसार, उसकी प्रतिभा को आगे बढ़ाया जाए। स्कूल जाते हुए बच्चे मानसिक दबाव के बजाए प्रफुल्लित अवस्था में जा सकें, इसके लिए बोर्ड पांचवी कक्षा तक साल में कई बार होने वाली परंपरागत परीक्षाओं से भी छात्रों को छुटकारा दिलाना चाहता है।

बच्चों का सतत और विस्तृत मूल्यांकन करने के लिए कक्षाओं में ही कुछ व्यवस्था की जाए। बालासुब्रह्मण्यम का कहना है कि मौजूदा शिक्षा व्यवस्था में बच्चों पर बस्तों का इतना अधिक बोझ हो चुका है कि उनका शारीरिक और मानसिक विकास भी प्रभावित हो रहा है। इसलिए बोर्ड ने महत्वपूर्ण कदम उठाते हुए यह व्यवस्था करने का प्रयास किया है कि छोटे बच्चे स्कूल में किसी तरह का कोई दबाव न महसूस करें, बल्कि स्कूल जाने से उनका शारीरिक और मानसिक विकास और अधिक तीव्र गति से हो सकें। परीक्षाओं के स्थान पर कक्षाओं में ही विभिन्न तरीकों से उनका मूल्यांकन किया जाए। धीरे-धीरे यह व्यवस्था कक्षा आठ तक के लिए भी लागू की जाए। बोर्ड ने कहा है कि स्कूलों में छोटी क्लास रूम लाइब्रेरी भी स्थापित की जाए। ताकि अगर कोई छात्र कोई किताब घर भूल आता है, तो उसे आता है, तो उसे लाइब्रेरी से किताब मिल सकें। साथ ही प्राइमरी स्तर पर हर स्कूल में पेंटिंग, म्यूजिक और डांस जैसे विषयों को भी अनिवार्य बनाया जाए। ताकि इन विषयों से बच्चों में रचनात्मक शैली भी विकसित हो सके।

स्कूली पाठ्यक्रम में शामिल करें 'यौन शिक्षा'

एड्स रोगियों के प्रति भेदभाव को देखते हुए जागरूकता पैदा करने के लिए सभी राज्यों को 'यौन शिक्षा' को स्कूली पाठ्यक्रमों में शामिल करने के लिए कहा गया है। केंद्रीय विद्यालयों ने इसे 'पारिवारिक शिक्षा' के नाम से पहले ही शामिल कर रखा है। केंद्रीय स्वास्थ्य मंत्रालय ने सभी प्रदेशों को पत्र लिखकर आग्रह किया है कि वे इसे नौवीं से 12वीं कक्षाओं के पाठ्यक्रम में इसके शामिल होने के बाद एड्स नियंत्रण कार्यक्रम की दिशा बदलने की संभावना है।

देश की राजधानी दिल्ली सहित एचआईवी-एड्स की समस्या इस समय देश में सुरसा के मुंह की तरह फैलती जा रही है। तमिलनाडु, नगालैंड, मणिपुर, महाराष्ट्र, कर्नाटक तथा आंध्र प्रदेश राज्यों में गर्भवती महिलाओं में एच आई वी संक्रमण की दर एक फीसदी से अधिक पहुंच गई है। हालांकि अन्य राज्यों में इस रोग का फैलाव अपेक्षाकृत कम है। लेकिन यह संक्रमण कमोवेश हर राज्य में फैल चुका है। आधिकारिक सूत्रों के अनुसार इस जटिल समस्या से निपटने के लिए विश्व बैंक की सहायता से राष्ट्रीय एड्स नियंत्रण कार्यक्रम के जरिये इस पर काम किया जा रहा है। इसके बावत विभिन्न राज्यों के अनेक जिलों में स्वैच्छिक सलाह केंद्र खोले गए हैं, जहां जाकर लोग एचआईवी का परीक्षण करा सकते हैं। बावजूद इसके इस बीमारी के संबंध में लोगों में पर्याप्त जागरूकता नहीं आ पाई है। केंद्रीय स्वास्थ्य मंत्री ने भी हाल ही में इस बात को स्वीकार किया था कि एचआईवी को लेकर समाज के

विभिन्न वर्गों यहां तक कि चिकित्सकों में भी भ्रांति है और उनके द्वारा रोगियों के साथ भेदभाव बरता जाता है।

एड्स-एचआईवी के फैलाव पर अंकुश के लिए स्वास्थ्य मंत्रालय ने यह फैसला किया है कि राज्य सरकारें भी अपनी अहम भूमिका निभाएं। केंद्रीय स्वास्थ्य सचिव जैवीआर प्रसाद राव का मानना है कि निसंदेह एचआईवी-एड्स के बारे में अधिक जागरूकता पैदा करने की जरूरत है। जागरूकता का काम स्कूली स्तर पर बेहतर ढंग से किया जा सकता है। यही कारण कि केंद्रीय विद्यालयों के समाजिक अध्ययन (एसएस) विषय में पारिवारिक शिक्षा के नाम से यौन शिक्षा को पहले ही शामिल किया जा चुका है। उनका मानना है कि हम इसे यौन शिक्षा के नाम से नहीं शुरू कर सकते, क्योंकि यौन शिक्षा का नाम आते ही लोग भड़क जाते हैं।

श्री राव ने बताया कि मंत्रालय ने सभी राज्यों को पत्र लिखा है कि वे अपने शैक्षणिक पाठ्यक्रम में यौन शिक्षा को शामिल करें। हालांकि वे इसे यौन शिक्षा की जगह किसी और नाम से शामिल कर सकते हैं। इस शिक्षा को नौवीं से 12वीं कक्षाओं में पढ़ाने को कहा गया है। उन्होंने बताया कि यद्यपि देश के दस राज्यों में पहले से स्कूल एड्स शिक्षा कार्यक्रम चलाए जा रहे हैं। अगर राज्य इसे अपने पाठ्यक्रम में शामिल कर लेते हैं तो न केवल इस वर्ग के लोग खुद को इस बीमारी से बचा सकेंगे, बल्कि वे इस संदेश को दूर-दूर तक प्रसारित करेंगे।

Letter for greater literacy

Dissatisfied with the sluggish pace of the Sarva Shiksha Abhiyan (mission to universalize elementary education) in Uttar Pradesh, the Union Human Resource Development (HRD) Minister, Murli Manohar Joshi, has requested the State Chief Minister, Mulayam Singh Yadav, to personally monitor its implementation to ensure that it progresses as per schedule. Dr. Joshi wrote to Mr. Yadav last week and sought to impress upon the Chief Minister how central U.P. was to the world's effort to attain the goal of 'Education for All' (EFA). While highlighting the well-known fact that India's performance on this count would look up only when U.P. began showing better results,

the Minister pointed out that as a consequence it would also reflect upon the global effort to educate all children in the 6-14 age-group.

This is the third time in this financial year that Dr. Joshi has written to the U.P. Chief Minister about the slow pace of the Abhiyan in the State. In the first instance, he wrote to the former Chief Minister, Mayawati, and then again soon after Mr. Yadav took over.

In his latest letter, the Minister pointed out that the Centre had allocated Rs. 1,272 crore in this financial year to implement the programme in all the 70 districts of the State. This allocation has been made to provide 84,000 additional teachers, 3,900 new

primary schools, 5,670 new upper primary schools, 4,282 additional classrooms, and other facilities crucial for retention.

While the Secretary of Elementary Education in the HRD Ministry and other officials were sent to Lucknow late last month to evaluate the situation and impress upon the State's administration the need to accelerate the implementation process, the Minister has urged Mr. Yadav to take personal interest in the Abhiyan and monitor its progress on a monthly basis to ensure that India does not fail to meet the EFA goal because of the State.

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An education cess is planned

The draft of the compulsory education bill allows the Centre to impose an education cess. The provision reflects the problem the human resource development ministry has in finding money for its elementary education programmes. The draft, Free and Compulsory Education Bill, allows the Central government to levy - through just a notification - a surcharge of up to five percent of an existing Central tax. This, the draft says, is for rendering financial assistance to state governments and other authorities which will set up to ensure that every child under 14 goes to school.

The modified draft also specifically includes the possibility of "public-private partnership." IT says state governments and other authorities will "encourage" participation of the community in the free education goal through "money, material, voluntary service or in any other form." Non-government organizations and public sector undertakings can even submit proposals for taking on the free education responsibility in a particular habitation. And the concerned

government - usually the state government - can assign the job to these organizations for three years at a time, while making sure they follow the norms.

The provisions in the proposed law are not surprising, considering the trouble HRD minister Murli Manohar Joshi has in financing the elementary education campaign - the Sarva Shiksha Abhiyan. In the last Budget, the Centre set aside Rs 1,951 crores for the campaign. The entire amount has already been exhausted. The ministry says it needs an additional Rs 1,050 crores to meet the campaign goals for this financial year.

It needed the money to pay the first installment for education schemes in Jammu and Kashmir, West Bengal, Orissa and some northeast states. The ministry has suggested that money could be made available for the Abhiyan through the Centre's contingency funds. Dr Joshi has written to Prime Minister Atal Behari Vajpayee and finance minister Jaswant Singh, lobbying for the funds.

contd on page 7

Continuing Education needs Policy Support from State Government

The Kerala Chapter of IAEA conducted a State level seminar at Trivandrum. The focus of the seminar was Problems and Possibilities of Continuing Education Programmes in Kerala.

The one day seminar was inaugurated by Smt. Nafeesath Beevi, Former Deputy speaker of Kerala Assembly. Dr. K.S. Pillai, Chairman, IAEA, Kerala, delivered the key note address in the state level seminar which was chaired by Prof. A.M. Thampi, Vice Chairman IAEA, Kerala. The seminar discussed the following topics in six sub sessions.

Group Session - A : Equivalency Programme - Problems and solutions Chaired by Sri. C. Narayana Pillai; Group session - B : Continuing Education Organizational aspects Chaired by Dr. A.M. Thampi, group Session - C : Income generation Programmes - Issues Chaired by Dr. V.B. Paddmanabhan; Group Session - D : Resource

contd on page 7

President recommends 'Value-based education to eliminate corruption'

The President, A.P.J. Abdul Kalam had a dig at the multiplicity of political parties in the courtly and said that the best way to eliminate corruption in public life was by inculcating value-based education. Speaking at the golden jubilee celebration of the Children Forum of the Bochasanwasi Akshar Purshottm Swaminarayan Sanstha (BAPS) at the Akshardham Swaminarayan temple in the presence of the Deputy Prime Minister, L.K. Advani, and the Gujarat Chief Minister, Narendra Modi, Mr. Kalam narrated a story of God and the devil to hit out at political parties. He then turned to Mr. Advani with a smile and said he was exactly reproducing the story as was told to him by some religious leaders.

About 20,000 children from various BAPS-run children training centres participated in the celebrations and later took part in a question-answer session with the President.

Mr. Kalam said God agreed to allow the devil to recreate the earth if he could answer three questions. The devil was successful in answering the first two questions - the exact number of stars in various galaxies and counted the sand on earth. God then asked the devil to count the number of political parties in India. "The devil is still counting and has not yet been able to come up with the correct answer," the President said. To a question on eliminating corruption in the country,

Mr. Kalam said no amount of laws would be able to wipe out corruption in public life unless education was made value-based. Stressing that "charity begins at home," he said only the parents and the elementary school teacher should teach children the lesson of value system in life. "You have to first make your home happy and beautiful sans corrupt practices, then only the country can become corruption-free," he said.

On curbing terrorism, Mr. Kalam first said that the question should be posed to Mr. Advani, but then volunteered to answer it. Pointing out that terrorism could come from three sources - from across the border, some dissatisfied elements within the country and from large-scale poverty - he said a combination of economic prosperity to eliminate poverty, value-based education to root out dissatisfaction and friendly relations with the neighbouring countries could only solve the problem of terrorism. He appreciated the steps being taken by the Atal Bihari Vajpayee Government to improve relations with Pakistan.

He said his vision was to see India a developed country by 2020 when about 260 million people still living below the poverty line would be brought above the poverty level. "My dream is to see a smile on everyone's face," he said and added that he was convinced it would not be difficult for a resourceful country like India with rich natural

and mineral resources and huge human resources. Particularly 540 million youths, to achieve the objective of becoming a developed country in the next 16 years.

Mr. Kalam said he strongly believed that India's "core competence" was its success in keeping the democratic structure of the country unharmed. But what the country needed now was "compassionate leaders" at various fields and various levels who would try to understand and solve people's problems without discriminating on religion, caste and other basis. He disagreed that keeping faith in religion and science was contradictory.

"While keeping faith in God gives you peace and happiness, science is required to create wealth and prosperity. It is only the combination of religion and science that can truly make a person happy and prosperous."

While Mr. Advani described the gathering as a "unique experience" and expressed happiness at the Readers' Digest having included the Akshar Purshottam temple in London among the "70 modern wonders of the world," Mr. Modi appreciated the contributions of "sadhus and saints" in the reawakening of the Indian society. The Governor, Kailashpati Mishra, said that for the children in the county, Mr. Kalam had become "Mama Kalam" (maternal uncle) as Jawaharlal Nehru was revered as "Chacha Nehru" by children.

W Bengal at 2nd last place in Basic Education

Chief Minister Buddhadeb Bhattacharya's sincere efforts notwithstanding, the school education system in the state has suffered yet another blow with a recent survey putting the state just above its neighbour Bihar as far as school education is concerned.

While Bihar occupies place at the bottom rung with a high school dropout rate of around 85 percent, West Bengal manages a shade better at an average of 82.73 percent far above the national rates. Amid reports that state government is looking for 'supra-academicians' with managerial skills to fill in the posts of school headmasters "in order to establish a sound academic environment," a report titled, Towards District Development Report for West Bengal, has afforded the Red State the 13th position. The only other state which has been placed behind Bengal is Bihar, the study maintains, Quite expectedly, in most of the cases, Kerala and Tamil Nadu have bagged top positions, it adds.

The report takes into account a Year-2001 human resources development graph related to education and health and hinges its remarks on the statistics provided by the 4th and 6th all-India education survey of 1978 and 1993. According to the report, Bihar, Rajasthan, Orissa and West Bengal are some of the worse performers in the field of traditional education. This notwithstanding the fact that the Left Front Government had after coming to power in 1977 made school

education (up to Class XII) free.

Despite the fact that a number of experts seek to put the blame for the anomaly on "floating population and steady infiltration of illiterate people from neighboring states (read Bihar, Jharkhand, Orissa and Uttar Pradesh) as well as Bangladesh" the survey says that school dropout rate at the primary level is quite high. According to the report, in 1998-99, dropout rate among students between Class I and Class V was as high as 49.58 percent, which was far above the national dropout rate. This is one reason why the total number of enrollment in the Middle and high schools suffer a beating, say experts.

While those in the government seek to hide behind what they term 'a steady rate of infiltration', they fail to explain teacher-student ratio in the state. According to the report based on a 1997-98 data, while each teacher in Mr Bhattacharya's regime has as many as 57 to one, in Kerala, the teacher-student ratio hovers around 1:30. Its high percentage of success in the UPSE notwithstanding, Bihar once again finds a place just behind West Bengal with a ratio of 1:62.

The only point of consolation for West Bengal is that the literary rate in the state is better than the national record. But then, the good news is negated by a shattering report in the field of health which says that West Bengal is placed at number 7th in the field of infant mortality and 10th in the field of vaccination. This is

perhaps one reason why with a steady fresh crop of 28 polio cases, the state stand alongside the laggards : Bihar and Uttar Pradesh.

Meanwhile, the corporate savvy chief Minister and his education department is reported to have invented a unique way of sprucing up the school administration with a proposal to put the prospective candidates for headmastership through tight grilling sessions "in order to see his or her personality and managerial skills." This, perhaps to tame the hot-headed Left sponsored union that had been giving that Government a tough time, sources say. However, what they don't see is, even the new headmasters will have to wear the red caps. But that is unofficial

Satirical scheme for drug addicts

Launching campaign against the use of drugs and intoxicants on New Year day, Charanjit Singh Kainth, a punjabi writer, announced a satirical "maha bumper scheme" for drug addicts by distributing hundreds of handbills. In the handbill, he promised that the scheme will continue for life. Kainth has announced seven "prizes", for consumers of biri, tobacco, Zard, gutkha, liquor and intoxicant pills. He said drug addicts and consumers of liquor and tobacco products would "win" cancer as the first prize, while they would "win" a damaged liver as the

contd on page 7

Education needs to be made employment oriented

President APJ Abdul Kalam warned that growing unemployment among the educated youth could lead to social instability and exhorted the business community to help make education employment-oriented. "Higher education must be backed by employment opportunities for absorbing the three million graduates passing out from colleges and universities every year," the President said while inaugurating the 76th FICCI Annual General Meeting.

Citing the reduction in employment in agricultural sector from 76 percent in 1982 to 65 percent in 1994, which is expected to go down to less than 60 percent by 2012, he called for undertaking a project for Providing Urban facilities in Rural Areas (PURA). The industry and business community could play a bigger role in employment generation through this project, Dr. Kalam said. The development of rural areas under PURA could generate a market for goods, promote production establishments and strengthen the service sector, creating employment for the educated youth.

India has undergone a change from agriculture society, where manual labour was the critical factor, to an industrial society marked by the increased role of advanced management technology, labour, capital and competitiveness, he said. Now, a new knowledge based society is emerging instead of capital and labour as the primary production resource. ■

Level of Education in Municipal schools in Gujarat is low

Jeetu Thakore, 12, does not know how to read and write. Give him a book and he can barely manage to stutter; forget making sense of what he is reading. Jeetu has passed his exam and is currently studying in class VI in a municipal school in Ahmedabad.

Over 60,000 primary school students studying in classes III to VII in municipal schools in Gujarat do not know their alphabets and numbers and cannot read and write! This revelation has been made by a report prepared by the Gujarat Council for Education, Research and Training (GCERT), which comes as a strong indictment of the state-funded education system in urban Gujarat. The survey was carried out in 1,283 municipal schools in six cities of Ahmedabad, Vadodara, Surat, Rajkot, Bhavnagar and Jamnagar in December 2003. "Over 4.91 lakh students in these schools were assessed for their reading, writing and numerical skills as well as their understanding of the subject of which 60,000 were found to be extremely weak in reading, writing and numerical skills," said secretary incharge of GCERT, Bharat Upadhyaya. Interestingly, the GCERT survey report may just be the tip of an iceberg as there are indications that the number of schoolgoing illiterates may be much higher. "According to our reports, 60,000 - 70,000 students of the municipal schools in Ahmedabad alone do not know how to read or write," deputy

director of District Institute of Education and Training (DIET), Ahmedabad, Nutan Raval said. "I accept that the standard of education in municipal schools is poor. Illiterate parents are not bothered and teachers do not teach. It is no surprise that standard of education is so low," chairman of the municipal schools board Dinesh Raval told. ■

Fake universities identified

A spokesman of the Haryana Higher Education Department advised the students against seeking admission to fake universities. The universities declared fake by the UGC included Maithili University and Vishwavidyalaya, Darbhanga (Bihar), Commercial University Limited, United Nations University, Delhi; and Vocational University, Delhi; St John's University, Kishanattam (Kerala); Raja Arabic University, Nagpur (Maharashtra); Kesarwani Vidyapeeth, Madhya Pradesh; and DDE Sanskrit University, Puture, Trichi (Tamil Nadu).

The universities declared fake in UP included Mahila Gram Vidyapith and Vishwavidyalaya (Women's University), Prayag, (Allahabad); Varanaseya Sanskrit Vishwavidyalaya, Varanasi; Indian Education Council of UP, Lucknow Gandhi Hindi Vidyapith, Prayag (Allahabad); National University of Electro Complex Homoeopath, Kanpur; Netaji Subhas Chandra Bose University, (Open University Achaltal, Aligarh; Uttar Pradesh Vishwavidyalaya, Kosi Kalan (mathura); and Maharana Pratap Shiksha Niketan Vishwavidyalaya, Pratapgarh. ■

वंचित की शिक्षा

निजी स्कूलों में निर्धन वर्ग के बच्चों को दाखिला दिए जाने संबंधी दिल्ली हाईकोर्ट का आदेश स्वागतयोग्य है। गौरतलब है कि दिल्ली में करीब डेढ़ हजार निजी स्कूल हैं जिनमें से लगभग बारह सौ को दिल्ली सरकार की तरफ से काफी सस्ती दरों पर जमीन मुहैया कराई गई है। जमीन आबंटित करते समय सरकार की शर्त थी कि इन स्कूलों में एक चौथाई सीटें गरीब तबके के बच्चों के लिए आरक्षित कर उन्हें मुफ्त शिक्षा देना अनिवार्य होगा। स्कूल चलाने वाली समितियों ने इसे स्वीकार भी किया था। पर न तो स्कूलों ने इसका पालन किया और न सरकार ने इस बाबत कोई नीति बनाई। एक संस्था की जनहित याचिका पर अदालत ने सरकार को इसका कड़ाई से पालन कराने और चार महीने के भीतर रिपोर्ट पेश करने का निर्देश दिया है। कुछ बड़े निजी स्कूलों का कहना है कि वे पहले से ही इस शर्त का पालन कर रहे हैं इसलिए उन्हें अलग से तैयारी करने की जरूरत नहीं है। लेकिन सचाई कुछ और है। सरकार ने समावेशी शिक्षा के तहत नियमित बच्चों के साथ ही समाज के वंचित तबके के बच्चों को दाखिला देने की शर्त रखी थी और कुछ स्कूल इसका पालन करने का दावा भी कर रहे हैं। मगर जिन कुछ स्कूलों में यह योजना चलाई जा रही है, वहां नियमित विद्यार्थियों की कक्षाएं पूरी हो जाने के बाद इन बच्चों के लिए अलग से कक्षाएं लगाई जाती हैं। इनके लिए शिक्षक भी दूसरे होते हैं। इससे उन्हें उस स्तर की शिक्षा नहीं मिलती जो स्कूल के बाकी बच्चों को मिलती है। इस भेदभाव से बच्चों में हीनता-बोध पनपता है।

केंद्र सरकार प्राथमिक शिक्षा को लेकर तरह-तरह की घोषणाएं करती रही है। पिछले साल शिक्षा गारंटी योजना के तहत चौदह वर्ष तक की आयु के सभी बच्चों को अनिवार्य और मुफ्त शिक्षा की घोषणा की गई। सर्व शिक्षा अभियान चलाया गया। शिक्षा व्यवस्था को प्रभावी बनाने और उसमें सुधार के लिए एक कार्यदल का गठन किया गया। इस कार्यदल ने अपनी रिपोर्ट में कहा है कि सरकारी स्कूलों में अच्छी शिक्षा व्यवस्था मुहैया न हो पाने की वजह से शिक्षा का तेजी से व्यवसायीकरण हो रहा है। पर सरकार इसे रोकने के लिए कोई ठोस कदम उठा पाने

में असमर्थ है क्योंकि शिक्षा मद में खर्च के लिए सकल घरेलू उत्पाद का सिर्फ छह फीसद निर्धारित है, जो देश में शिक्षा प्रसार की जरूरतों को देखते हुए काफी कम है। लिहाजा आबादी के हिसाब से नए स्कूल खोलने और सबके लिए शिक्षा का इंतजाम करने में सरकार अक्षम रही है। नतीजतन सरकार की इस कमजोर नस को पहचानते हुए निजी स्कूलों ने मनमानी फीस वसूली शुरू कर दी। जब मुनाफा ही लक्ष्य हो तो समाज के वंचित वर्ग की चिंता की उम्मीद कैसे की जा सकती है। शिक्षा आयोग और 1968, 1986 और 1992 की राष्ट्रीय शिक्षा नीतियों में सबको समान शिक्षा पर जोर दिया गया है। केंद्र सरकार

राष्ट्रीय शिक्षा नीति और 1989 में संयुक्त राष्ट्र द्वारा स्वीकृत बाल अधिकारों के प्रति जवाबदेह है। समाज में एक तरफ तो संभ्रांत वर्ग के लिए महंगी निजी शिक्षा व्यवस्था है, दूसरी तरफ बदहाल सरकारी स्कूल हैं, तीसरी तरफ अपने हाल पर छोड़ दिए गए मुफ्त शिक्षा व्यवस्था के तहत पढ़ाई करने वाले बच्चे हैं और चौथी श्रेणी अनौपचारिक और सर्वशिक्षा के हवाले कर दिए गए तबके की है। कहना न होगा, जब तक केंद्र और राज्य सरकारें सबको समान शिक्षा मुहैया कराने की दिशा में कोई ठोस कदम नहीं उठाएंगी तब तक शिक्षा के क्षेत्र में असमानता बनी ही रहेगी।

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I, RN Mahlawat, hereby declare that the particulars given above are true to the best of my knowledge and belief.

Dated : 16.2.2004

Sd/-
RN Mahlawat
Signature of Publisher

50 more districts under child labour elimination project

Fifty more districts will be bought under the purview of the National Child Labour Projects (NCLP), being implemented in 13 States for the elimination of child labour. The Labour Ministry runs these projects in 100 child labour endemic districts in the country. The Planning Commission in the Tenth Plan gave the approval for the inclusion of the 50 districts having high concentration of child labour. The Planning Commission has also increased the annual budget for the projects to Rs. 602 crores in the Tenth Plan.

The NCLPs were launched the first time in 1988 in areas of high concentration of child labour. These are area-specific and time-bound projects where priority is being given to the withdrawal and rehabilitation of child engaged in hazardous employments. As of

now, the projects are being implemented in Andhra Pradesh (22 districts), Bihar (2), Jharkhand (6), Karnakata (5), Madhya Pradesh (3), Chhattisgarh (5), Maharashtra (2) Orissa (18), Punjab (3) Tamil Nadu (9), Rajasthan (6) Uttar Pradesh (11) and West Bengal (8) So far, 2.11 million children are being covered under the projects of whom 1.87 lakh have been brought into the formal education system through special schools.

The ILO funds several international programmes, including some in India, for elimination of child labour. Five districts each in Madhya Pradesh, Uttar Pradesh and Tamil Nadu are covered under the project that has seen the enrolment of 20,000 children for elementary education, 40,000 directly rehabilitated,

20,000 adolescents imparted vocational training and 10,000 families provided with additional income generating opportunities.

The International Programme on Elimination of Child Labour in India covers children involved in gem-cutting and polishing in Jaipur, those working in textile mills in Tirupur, carpet making in Mirzapur and glass manufacturing in Ferozepur, Besides, there is a special programme being funded and run by the ILO in Andhra Pradesh for eradication of the child labour. According to the estimates of the 55th round of the NSSO survey 1999-2000, the number of working children in the country is 10.4 million. The 1981 census recorded the number of child labour as 13.56 million, while the 1991 census recorded the number at 11.28 million.

New education channel, 4 FM station launched

Human resources development minister Murli Manohar Joshi said that the country must prepare for a major increase in demand for places in colleges and universities in the coming years. His assessment was based on the projected result of his ministry's education-for-all campaign - the Sarva Shiksha Abhiyan - Aimed at ensuring that every child between 6 and 14 completes elementary school by 2010.

More children passing out of school will put more pressure on the higher education system. "I

have created chaos," he said, referring to his favorite education scheme and its impact in the future.

The country will need more facilities for middle-school in the next five or six years, and for higher education in about four years after that. "If we don't prepare in time, we will fail in dealing with the situation," he said. Even the distance-learning facilities available now will not be able to handle the demand.

He was speaking at the launch of a new education channel on television, and of four FM radio

stations, broadcasting educational programmes. Information and broadcasting minister Ravi Shankar Prasad also attended the inauguration.

"Gyan Darshan IV" is the fourth education channel on television, launched over recent years by the HRD ministry and the information and broadcasting ministry. Unlike the others, it will deal almost exclusively with curriculum-based "higher education. Asked to give it a name, Dr Joshi suggested that it could be called the Vyas channel - after Veda Vyas and connoting "vyas" or "expansion."

बाल विकास संस्थान, नई दिल्ली द्वारा कार्यशाला आयोजित

बाल विकास संस्थान नई दिल्ली, महिला व बाल विकास विभाग द्वारा संचालित समेकित बाल विकास कार्यक्रम की गुणवत्ता में सुधार हेतु चयनित किये गये सवाई माधोपुर, दौसा व करौली जिलों की आई. सी. डी. एस. कार्यकर्ताओं की कार्यशाला का आयोजन गत सप्ताह श्री महावीर जी (राजस्थान) में बाल विकास संस्थान नई दिल्ली (भारत सरकार) द्वारा किया गया। जिसमें राजस्थान सरकार के निदेशक, संयुक्त निदेशक, उपनिदेशक, परियोजना अधिकारियों व सुपरवाइजरों (पर्यवेक्षकों) ने भाग लिया। कार्यक्रम के बारे में संस्थान के अतिरिक्त निदेशक श्री ए. के. गोपाल ने जानकारी दी व आंगनवाड़ी कार्यकर्ताओं

से खुले मंच के रूप में कार्यक्रम के क्रियान्वयन में आने वाली कठिनाईयों पर विचार विमर्श किया। जिसमें विशेष

बारे में अपने विचार व्यक्त किये। इस कार्यक्रम में विशेष रूप से भारतीय प्रौढ़ शिक्षा संघ के महासचिव व निपसिड के कार्यकारी सदस्य श्री आर. एन. महावत को आमंत्रित किया गया था। जिन्होंने संदर्भ व्यक्ति (Resource Person) के तौर पर कार्यकर्ताओं व स्टाफ की समस्याओं को सुनकर उन्हें जल्द सरकार व विभाग से समाधान करवाए जाने का आश्वासन दिया।



रूप से पोषाहार वितरण समस्या, मानदेय वितरण व वार्षिक वृद्धि तथा स्थायीकरण के मामले अधिकारियों के समक्ष रखे गए।

निदेशक श्री अनुराग भारद्वाज ने इस

इस कार्यक्रम में भारत सरकार की राज्य मंत्री श्रीमती जसकौर मीणा को भी सम्मिलित होना था परन्तु उनके बड़े भाई की अकस्मात् मृत्यु होने से वे इस महत्वपूर्ण कार्यक्रम में सम्मिलित नहीं हो सकीं।

An education cess

contd from page 1

Sources say another scheme, the mid-day meal programme, which has helped draw children to primacy schools, is not gasping for money. The programme had been allotted Rs 1,175 crores for 2003-04. Till a few weeks back, over Rs 900 crores had already been spent. The ministry says it needs another Rs. 900 crores for the remaining months of this financial year. But the finance ministry says it hasn't got the money.

Continuing Education

contd from page 1

Mobilization in CEP Chaired by Dr. Kamini; Group Session - E : Training Component in CEP

Chaired by Dr. Suresh Kumar and Group Session - F : Convergence & Sustainability in CEP Chaired by Prof. Abdul Vahab.

All group reports were presented in the plenary session for further discussion and clarification, which was moderated by DR. K.S. Pillai & A.M. Thampi. The seminar highlighted the need for State Govt. policy to strengthen the CEP in the State. The seminar was attended by delegates representing SRC, Kerala, SLMA, Kerala, University of Kerala, Kerala Agricultural University, Major NGOs like KANFED, Literacy Forum, Santhigram, QSSS Kollam, Dist. Literacy Mission, Trivandrum etc. DR. V.Reghu, Secretary, IAEA, Kerala was the Director of the Seminar.

Satirical scheme...

contd from page 3

second prize, heart attack (third), skin disease (fourth), weak veins (fifth), loss of intelligence (sixth) and insults and a hell-like life at home as the seventh prize. He also announced the "lucky bumper prize" of "Ram Nam Sat Hai" (death).

The address for getting entry forms is "every shop of intoxicants" Kainth has given the name of the "president" of the scheme as "Yamraj". He also offered a free bath with filthy drain water to drug addicts. Talking to TNS Kainth said he would continue his efforts against the use of drugs and intoxicants to bring drug addicts into the mainstream and keep youths away from the menace.

Claims on basic amenities in MCD schools to be verified

While the Delhi Government and the MCD authorities have been quick to claim that all is well in the schools run by them, the High Court has sought more proof. Hearing a case filed by Social Jurists highlighting the lack of basic amenities in the government and MCD-run schools, a bench comprising Chief Justice, B C Patel and Justice B D Ahmed have asked a committee of lawyers to verify whether the contents of the affidavits submitted in the court by the government as well as the MCD are correct

The Directorate of Education, NCT of Delhi and the MCD had submitted affidavits in the court, claiming that they have carried

out the complete repair work in all schools and made provision for water and electricity as directed by the court earlier. A similar affidavit was also submitted by the Chief Engineer, PWD zone II and the Municipal Commissioner that the PWD maintained 654 school building are fully equipped with all necessary infrastructure.

However, the claims made by both the agencies were disputed when the Social Jurists produced photo evidence in the court depicting the apologetic state of these schools. "The court was shown photographs taken on the previous day of the MCD primary school in Holambi Kalan resettlement colony. The photographs clearly showed how the school was run in tents and, how

the toilet space was used for storing materials," said Ashok Aggarwal, advocate. The bench has now asked the committee of lawyers, constituted by the High Court, to visit the schools and verify the contents of the affidavits.

The Directorate of Education had mentioned in their affidavit that directions for supplying water and electricity had been given to the agencies concerned and provisions for the handicapped were also being made. The MCD on its part also claimed the same. It was pointed out that in some schools where Delhi Jal Board supply was not available, alternative arrangements, including tankers and deep bore pumps were relied upon.

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The Real Wealth is Education - Jan Sikshan Sansthan

Are you young, poor, without the advantage of higher education, but enterprising and looking out for an opportunity to change your life?

If your answer to all the questions is yes, then Jan Shikshan Sansthan (JSS) may be just the right scheme for you. This Centre-sponsored scheme is aimed at helping young people with vocational training, which they can use to earn a living.

Jagannathan from Kalapatti, about 20 kms from the city, is a success story. He has been trained as a "turner" at the Avinashilingam JSS. A turner is a person who operates a machine that shapes pieces of wood or metal by holding and turning them against a fixed cutting tool.

After six months, he got a job with an engineering firm but soon left to start his own unit at his hometown. He started out with a lathe, the machine used to shape the metal. His family sold their only asset, a powerloom, for Rs 15,000 to buy him the lathe. That was in 1990.

Fourteen years later, Jagannathan's monthly income is

Rs 75,000. Fourteen people work in his Jamuna Engineering works. The rags-to-riches story has taught him that "the real wealth is education".

In the initial years, he would cycle about 32 km with a load of 100 kms on the rear carrier. The JSS staff helped him to get orders. He saved enough to buy a car after two years. Now of course he is the proud owner of two cars.

Jagannathan was only one of the thousands trained by the JSS in non-formal courses. The organisation first identifies the young people in a particular neighbourhood, who in its view would benefit from vocational courses. The next task is to choose the kind of training to be given, something that would correspond to local needs and help the young people to set up their own businesses or find jobs.

In Coimbatore, a JSS works in co-ordination with 600 industries and trains nearly 3,000 youths every year. V Balasubramanian, Director of the JSS, said: "Our objective is to enrich the life of

contd on page 7

Distance education to be made accountable

It's time out for institutes offering sub-standard distance learning education. In the first attempt of its kind, the distance education council (DEC) is now planning to regularise open learning courses offered by various universities across the country. The move is being seen as the first step towards bringing accountability in distance education, with only DEC approved correspondence courses being recognised from next year. "A large number of distance learning courses have mushroomed over the years. Starting a regularisation and accreditation process is the need of the hour," said IGNOU pro vice chancellor professor SC Garg. All universities offering courses through correspondence will now have to get their programmes accredited by the DEC. The regulatory body instituted by Indira Gandhi National Open University (IGNOU) has begun the process of assessment. The council is now sending a questionnaire to universities asking them about

contd on page 7

Inform court of denial of primary education: Chief Justice

The Chief Justice of Madras High Court, Justice B. Subhashan Reddy, today appealed to officials and the public to ensure that primary education was imparted to every child and inform the court, if they came across any instance of denial of elementary education to less-privileged children. "A postcard or a telegram explaining the denial of primary education to children below 14 is enough. We are there to restore the fundamental right." Justice Mr. Subhashan Reddy was speaking at a function here to mark the inauguration of a new building for 'Satta Udhavi Maiyam' (Legal Aid Centre) constructed in the court complex at Rs. 15 lakhs, allotted from the senior counsel and former MP, P.H. Pandian's Local Area Development Fund, and the laying of the foundation stone for a law library, to be established with an outlay of Rs. 9 lakhs, also allocated by Mr. Pandian. Referring to the title of Palayamkottai - 'The Oxford of South India' - Mr. Justice

Subhashan Reddy said the literacy rate in the district, which now stood at only 73 per cent, should reach cent per cent. "While the neighbouring Kanyakumari and Tuticorin districts have a literacy rate of 88 and 81 per cent, Tirunelveli district, which boasts of reputed educational institutions, should also become a role-model." On legal aid camps being conducted in villages, he said the quality of these camps should be maintained at any cost so that the rural masses would have firm faith in the judiciary that they could get legal remedy for their problems without spending any paisa. Young lawyers should make use of the legal aid camps. Mr. Justice Reddy appealed to legislators and MPs to modify the norms for releasing money from their local area or constituency development fund to establish law libraries across the State. When he brought to the notice of the Collector, Sunil Paliwal, the fact that the judge of the mahila court did not have an official residence here, the

Collector immediately made arrangements for allocation of a Tamil Nadu Housing Board flat at Anbu Nagar. The Industries Minister, Nainar Nagendran, handed over the order to Kalavathi at the function itself. Mr. Paliwal assured allocation of 83 cents for construction of the court at Cheranmahadevi, which was now functioning in a rented building. "The court will start functioning within four months," said Mr. Justice Reddy. Justice V.S. Sirpurkar, Justice M. Karpagavinayagam, Mr. Pandian, the Minister for Adi Dravida Welfare, S. Karuppasamy, and the District Judge, R. Karuppaiah, spoke. In the afternoon, Mr. Justice Reddy inaugurated new buildings for Fast Track Court I and II and laid the foundation stone for the legal aid centre at Tuticorin. The Minister for Housing, Anita R. Radhakrishnan, the Collector, K. Rajaraman, and the Superintendent of Police, Sandeep Roy Rathore, spoke

E-network for Delhi schools

The directorate of education has procured about 450 computers to be sent to its schools to start a long-promised school e-network. While computers have already been installed at the 11 Rajkiya Pratibha Vikas Vidyalays, the new machines are reaching other schools. According to the e-link concept, each school will have one computer and an IT

assistant to make principals and clerical staff computer savvy. The directorate has ambitious plans to use the network for monitoring students' progress and the standard of work being done at each school. "The network will be used to collect complete personal, academic and even health records of every student along with their photographs. Progress will then

be monitored on a continuous basis," said director, education, Rajendra Kumar. Officials say the network also will be used as a tool for monitoring studies in individual schools. The plan includes setting daily targets for topics from every subject. Each topic will have a code and teachers will be required to enter the code for the topics they cover in a day. □

मेरे लिए खुशी का दिन तब होगा जब मुस्कराएंगे देश के करोड़ों गरीब : कलाम

राष्ट्रपति एपीजे अब्दुल कलाम ने कहा है कि देश के चौतरफा विकास के लिए राज्य सरकारों को 14 साल की उम्र तक सबके लिए अनिवार्य शिक्षा को सुनिश्चित महत्व देना होगा। उन्होंने कहा कि उनके लिए सबसे खुशी का दिन वह होगा जब गरीबी रेखा से नीचे रहने वाले 26 करोड़ लोगों के चेहरों पर मुस्कराहट खिलेगी। कलाम ने शुक्रवार को कोलकता दौरे की शुरुआत मुसलिम अनाथालय में आयोजित एक समारोह से की। राष्ट्रपति ने तमाम सुरक्षा घेरे को तोड़ कर चिरपरिचित अंदाज में बच्चों से हाथ मिलाया, गोद में सिखाया, गले मिले और आटोग्राफ दिया। शमशाद आलम नामक एक छात्र जीवन का जिक्र करते हुए कलाम ने कहा कि उन्होंने शिक्षक से पूछा था कि पंछी कैसे उड़ते हैं? शिक्षक के जवाब ने ही उनके कैरियर की दिशा मोड़ दी और उन्होंने एअरोनाटिकल इंजीनियरिंग पढ़ने का फैसला कर लिया और बाद में वैज्ञानिक बन गए। फातिमा बेगम नामक एक अन्य छात्रा के एक सवाल में राष्ट्रपति ने कहा कि उनके जीवन का सबसे खुशी का क्षण वह होगा जब गरीबी रेखा से नीचे रहने वाले 26 करोड़ लोगों के चेहरों पर मुस्कान खिलेगी और उनको हर सुख-सुविधा हासिल होगी। उन्होंने बच्चों को अपना ई-मेल का पता देते हुए मेल करने को भी कहा। नजरूल मंच में मित्र इंस्टीट्यूशन के शताब्दी समारोह में राष्ट्रपति ने कहा कि केंद्र सरकार ने 14 साल तक के बच्चों के लिए शिक्षा अनिवार्य कर दी है। इसमें कामयाबी तभी मिलेगी जब सभी राज्य सरकारें इस पर अमल करें। उन्होंने कहा कि देश के चौतरफा विकास व स्वस्थ परिवार के लिए महिला शिक्षा भी बहुत महत्वपूर्ण है। बाद में छात्रों से बातचीत के दौरान कलाम ने बेरोजगारी की बढ़ती समस्या का जिक्र करते हुए कहा कि सरकार एक निश्चित सीमा तक ही रोजगार मुहैया

करा सकती है। इस समस्या से निपटने के लिए उद्यमों व बड़े उद्योगों को आगे आना होगा। उन्होंने कहा कि स्कूलों और विश्वविद्यालयों को साफ्टवेयर, हार्डवेयर व कृषि में डिग्री व डिप्लोमा देना चाहिए। हर आदमी को खुद अपने बूते कोई काम शुरू करना चाहिए। ताकि कुछ और लोगों को भी रोजगार मिल सके। उन्होंने बारहवीं के छात्रों से दस-दस अशिक्षित लोगों को पढ़ाने को भी कहा। छात्रों ने कलाम से सवाल किया कि क्या परमाणु विज्ञान पर्यावरण व शांति के लिए खतरा है? इस पर उनका जवाब था कि परमाणु विज्ञान का इस्तेमाल देश के विकास के लिए किया जा सकता है। परमाणविक दवाएं इस विज्ञान का एक पहलू बन सकती है। इससे कैंसर का इलाज मिल सकता है और बिजली पैदा हो सकती है, लेकिन हमें यह तय करना होगा कि इस विज्ञान का इस्तेमाल कैसे किया जाए।

ईस्टर्न बाईपास पर अंतरराष्ट्रीय स्तर की एक स्थायी व्यापार प्रदर्शनी परिसर का शिलान्यास करने के बाद राष्ट्रपति कलाम ने कहा कि पांच शतों को पूरा करने के बाद ही हम 2020 तक विकसित राष्ट्र बन सकते हैं। इनमें सकल घरेलू उत्पाद की दर 10 फीसदी करना और महत्वपूर्ण तकनीक में आत्मनिर्भरता हासिल करना शामिल है। उन्होंने कहा कि अगर उद्योगपति कुछ गांवों का प्रबंधन शुरू कर वहां सूचना तकनीक व दूसरी आधारभूत सुविधाएं मुहैया कराने लगे तो शहरों के साथ गांव भी विकसित होंगे। श्री मां की 125 वीं जयंती पर आयोजित समारोह में उन्होंने बच्चों से धार्मिक सिद्धांतों से प्रभावित हुए बिना करुणा व प्यार के जरिए एकजुट रहने को कहा। कलाम ने बताया कि पिछले तीन सालों में उन्होंने देश के विभिन्न धर्मों के सभी प्रमुख धर्मस्थलों का दौरा किया है और धार्मिक नेताओं से बात की है। उन्होंने कहा कि धार्मिक सिद्धांत

नहीं बल्कि प्यार व करुणा ही लोगों को एक सूत्र में बांध सकती है।

शिक्षा को बहुआयामी बनाने का मुद्दा उठा

शिक्षा का उद्देश्य सिर्फ पढ़ाना ही नहीं बल्कि मनुष्य को इस योग्य बनाना है वह व्यक्तित्व के साथ-साथ परिवार, समुदाय, वर्ग, राष्ट्र, समाज और मानवता के लिए भी जागरूक हो। इसके लिए शिक्षकों को और अधिक व्यावहारिक ढंग से पढ़ाना होगा। यह बात शिक्षा पद्धति में सुधार पर बुलाई गई गोष्ठी में उठी। तीन दिनों तक चली इस गोष्ठी के समापन पर पास प्रस्ताव में और भी कई संकल्प हैं। गोष्ठी का आयोजन कामनवैलेथ ऑफ लर्निंग (काल) और एनसीईआरटी ने किया था। इसमें भारत सहित नाइजीरिया, घाना, युगांडा, लिसोथे, तंजानिया, जांबिया और थाईलैंड के प्रतिनिधियों ने हिस्सा लिया। गोष्ठी में शिक्षा को बहुआयामी बनाने के लिए शिक्षा पद्धति में सुधार के लिए कई मुद्दे उठाए गए। विकासशील देशों में शिक्षकों और शिक्षकों-प्रशिक्षकों के व्यावसायिक विकास की आवश्यकता पर जोर दिया गया। इसके अलावा गुणवत्ता के महत्व को ध्यान में रखते हुए मुफ्त शिक्षा में सूचना और प्रौद्योगिकी का अधिक से अधिक प्रयोग किए जाने की आवश्यकता बताई गई। गोष्ठी का उद्घाटन 25 फरवरी को एनसीईआरटी के निदेशक जेएस राजपूत ने किया था। उन्होंने अनुसंधानपरक योजनाओं को प्रोत्साहन देने की बात कही थी। इस मौके पर 'नीपा' के निदेशक बीपी खंडेवाल ने कहा कि हमें ऐसे पाठ्यचर्चा का विकास करना चाहिए जिससे छात्रों में विश्व-बंधुत्व की भावना बढ़े साथ ही वे अंतरराष्ट्रीय प्रतिस्पर्धा के लिए तैयार रहे।

The much-awaited revolution in distance learning is round the corner. EDUSAT, the first satellite fully dedicated to facilitate distance learning in higher education, will be launched in the middle of this year. EDUSAT will be launched through GSLV and will provide five regional beams and one national beam with each beam able to undertake five simultaneous operations. Addressing a seminar on "The use of IT in open and distance learning system of higher education: mapping in the new millennium," organized by the Netaji Subhash Open University, the Director,

Development and Education Communication Unit, ISRO, Educational Communication Unit, ISRO, R.S.Bhatia, said that "the satellite making is nearing completion. The hardware of the satellite is getting ready and will be shipped to Bangalore for assembly shortly. "While denouncing the slow response from academic community in using the immense possibilities in distance and open learning, he said more such satellites could be launched in the future, if needed. "EDUSAT has the capability to revolutionize the education system in the country

as INSAT did to television media," only if academic community grabbed the opportunity. According to Mr. Bhatia, EDUSAT will provide 384 kbps bandwidth form classrooms which can be used in either receive only terminals through TV broadcast component or two-way interactive terminals or even through wireless in local loop (WLL)The system would enable sharing of information and infrastructure between open and distance learning institutes and other (brick and mortar) institutions and a flexible system of learning

Call for women's literacy campaign

NELLORE, The Chief Executive Officer, Zilla Parishad, T.K. Girish, has called for greater awareness about women's development. Addressing a gathering at Telugu Mahila Pranganam, in connection with International Womens' Day, he pleaded that women should undertake literacy campaign on a large scale in rural areas, which would lead to social changes. The CEO referred to changes in society, which facilitated a number of women occupying various posts. Such a tendency, he pointed would help to create awareness among women about various laws. The Regional Deputy Director, Women and Child Welfare, Jyothi, said 1,928 anganwadi centres were functioning in Nellore district. □

'Three lakh children still out of school'

BANGALORE, The Minister of State for Primary and Secondary Education, B.K. Chandrashekar, has said that about three lakh children in the 6 to 14 age group are still out of school in the State.

Addressing a delegation of students of the University of Texas, Prof. Chandrashekar said the number of children out of school two years ago was nearly six lakh. The State Government implemented a number of programmes to bring children back to school and three lakh children had been enrolled. Efforts were on to bring the remaining children to school in another six months, he added. A major challenge before the Government was to retain the children in school. A number of children dropped out of school due to poverty and lack of encouragement. □

Illiteracy blamed for domestic violence

BIJAPUR, The Principal Sessions Judge, Basavantharay Patil, emphasised the need for women's education, which, he said, would help eradicate gender bias. Participating in a function to mark International Women's Day here, he said illiteracy among women had been the root cause for domestic violence against them. The ignorance of their rights made them vulnerable to exploitation. Education would help women lead a quality life. The Deputy Commissioner, Mohamed Mohsin, said the administration had planned to open a market point at the district stadium here to facilitate sale of products of women entrepreneurs. The Chief Executive Officer of the zilla panchayat, Harsha Gupta, said his department had a scheme to provide toilets to rural families. □

IIMs go back to school

"SCHOOL fees + books + uniform + transport. The cost of all of this easily comes to around Rs 20,000 a year. Add in the mandatory donation, and it comes to a cool Rs 30,000 easily." No, this isn't the break-up of the recently declared IIM fees, but the amount that businessman Atul Vinchhi pays to send his six-year-old daughter to class one. The amount that parents shell out to send their children to private pre-school (some of which cost a bomb), primary and higher secondary schooling, is about the same as what IIM students will now be paying - Rs 30,000. But there's a difference. As Vinchhi says, "IIMs have credibility and value for money. So even if you paid Rs 1.5 lakh as fees, you were sure to recover the amount in a matter of months in terms of salaries. On the other hand, there is no accountability in schools. I'm not at all happy with the school I send my children to. It has failed to fulfil the commitments it made during admissions." On the same lines, Amrita Dave, mother of two children - one five, the other 15 - believes that the government would do "service to society" if it concentrates on primary education. "Schools run on their own norms and don't have a standardised fee structure as well. On top of it, we still have to send our children for tuitions because education in school is not upto the mark." Dave spends Rs 25,000 on school fees, books, uniform

and other paraphernalia and tuitions for her 15-year-old. Amidst this, the education fraternity seems to be caught on the wrong foot. While on the one hand, private schools defend their fee structures, on the other they come down heavily on the government's move to subsidise the IIMs. Says Bela Jaideep, franchisee of the Vastrapur branch of Eurokids school, one of the high-end pre-schools in the city which charge around Rs 13,000 as annual fees, "The reduction in fees at the IIMs will open doors for students who can't afford them." (Are there such, you wonder, considering the low interest education loans available and the salaries IIM grads get. Anyway). How about doing the same with school education? To which Sunil Trivedi, principal of DPS school which charges annual fees of around Rs 13,000, says, "Parents have to be satisfied with the type of education given by the school. And I feel since schools do the job of moulding the character of small children, they are justifying in charging what they do." Well, Agam Shah, an IIM aspirant who'll be appearing for CAT on February 15, doesn't agree. "Rs 1.5 lakh as IIM fees was worth it. Students recovered the amount usually within a year. My parents spent around Rs 45,000 on my HSC education. We had no extra-curricular activities, no sports, no guarantee of getting through. Why doesn't the government give attention to

municipal schools which are churning out illiterates by the hundreds and let established institutions with international repute take care of themselves? Indeed, why doesn't it?

Harvard buys Joshi equation

Murli Manohar Joshi is going to love this one. The next time someone accuses him of undermining institutions of excellence by reducing their fees, he can look suitably injured and cite a recently-launched initiative at that bluest of educational blue chips - Harvard. Long considered the alma mater of the world's elite, Harvard plans to get more low-income students to enroll by asking parents who earn less than \$40,000 to stop paying for the cost of their children's education. Harvard will also reduce the amount it seeks from parents with incomes between \$40,000 and \$60,000. "When only 10 per cent of the students in elite higher education come from families in the lower half of the income distribution, we are not doing enough," believes Harvard president Lawrence H Summers - a key official in the Clinton administration. In a comment that should gladden Joshi's heart, Summers also says higher education, rather than being an engine of social mobility, may be inhibiting it because of the wide gap in college attendance for students from different income classes. □

Scheme for poor students underutilized

Amritsar : Even as Guru Nanak Dev University has drawn ambitious programmes for helping disadvantaged, meritorious students, almost all such schemes have remained on paper only. This has been revealed in the UGC research project on "unit cost of higher education" prepared by Dr. P.S.Raikhy, a senior professor at Punjab School of Economics, Guru Nanak Dev University.

Most genuine students are being denied their due despite the fact that different committees constituted by the UGC recommended financial assistance to them. The report stated the university provided full / half fee concession (tuition fee only) to upto 10 per cent of the students in each class. Similarly, poor students are provided financial assistance from the poor students aid fund. The university has also provided in the budget that the rent received from the shopping complex would be spent on providing free education to poor, meritorious students. The university earned Rs. 26 lakh to Rs. 29 Lakh annually as rent during the past three years. A provision has also been made for part-time work in the university library and the Secrecy and Press Departments for such students under an "earn-while-you-learn" scheme. The university also provided for five additional seats in each course for really poor and deserving students (with a monthly family income of Rs. 2,000), (Subject to condition that they clear the requisite entrance tests) at a Syndicate meeting held on

May 3, 2002. However, almost all these schemes have fizzled out.

While the full and half fee concession given as per provisions remained limited to the tuition fee only, which constituted a small part of the total payments, the financial assistance availed of or provided from the poor students aid fund had been meager, the report lamented. The total amount in the fund, including receipts and interests, was Rs. 35.91 lakh in 2001 - 02 out of which just Rs. 1.51 Lakh was paid during the same year. As the receipts during 2001 - 02 were to the tune of Rs. 10.71 lakh, the balance in the fund as on March 31,2002, increased to Rs. 34.40 lakh.

Similarly, the provision for poor students out of the rent from the shopping complex also remained unutilized. During the 2003 - 04 session, only four students got admission under the total free scheme, which is abysmally low. The facility to "earn while you learn" was provided to other four students during the current year.

The report lists various reasons for gross underutilization of provisions by poor deserving students. While poor students are provided fee concession/ financial assistance after October / November, they are required to pay the fee and funds in full by June end or early July. This deters poor students from seeking admission to the university. The meager assistance in terms of full / half tuition fee concession may not motivate (poor students to seek admission to the university, when even the direct private costs of

education are unbearable for them. The earn-while-you-learn scheme is only for a few departments and working four or five hours daily may adversely affect the studies of poor students, especially under the semester system.

However, the report mentions lack of information as the major reason for underutilization. The report recommends that wide publicity should be given in regional dailies, TV channels and schools / colleges to the schemes for poor students. It also recommended more total free schemes for really poor, deserving students, fixation of realistic income criteria, provision of concessions at the time of admission itself and facility of payment of dues in instalments. Widening of the scope of the "earn-while-you-learn" scheme and the provision for payment to such students every month have also been recommended. □

Periodicals of IAEA

- Indian Journal of Adult Education / International Journal of Adult and Lifelong Education
- Proudth Shiksha (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

Honorarium for anganwadi workers doubled

The Government doubled the honorarium for anganwadi workers, besides offering insurance cover for them. They are employed under the Integrated Child Development Scheme (ICDS), the world's largest scheme for children. It is also the world's largest women's employment scheme with as many as six lakh anganwadi workers, and an equal number of helpers working in the rural areas. Initiated in 1975 in 33 blocks, the ICDS covers 5,652 blocks, serving over 344 lakhs children below the age of six. While the scheme aims at providing supplementary nutrition, immunization, pre-school education and health facilities, the anganwadi workers and helpers, are the key functionaries in the implementation of the scheme. The Government has decided to double the honorarium for an anganwadi worker to Rs. 1,000 and for a helper to Rs. 500 with retrospective effect from April 1, 2002. Since they are not entitled to any other benefits a Government employee gets, the Union Cabinet also announced a voluntary insurance scheme for them. □

The Real Wealth is

contd from page 1
neo-literates through need-based education and improve occupational skills through vocational training programmes."

The disciplines include industry, motor vehicle, electricity, printing, hospital, and self-employment courses. A programme officer, Suriya Kala,

said government agencies sponsor some courses. Ashraf Udeen, an assistant programme officer based in Trivanduram, is a trained theatre artist. He said the scheme helps aspiring young people who would otherwise get no opportunity to chase their dreams. He trains young people in theatre arts and organises street plays to create awareness among villagers in Trivanduram. Like Udeen, about 30 assistant programme officers working with JSS from the southern states today took a silent oath to bring light into the lives of more Jagannathans who waste away in slums. □

Distance education

contd from page 1

certain "benchmarks and norms". Institutions have about a month to respond after which a DEC team will begin the process of verification. Since both open and regular universities come under DEC's scrutiny, Delhi University's school of correspondence and Jamia Millia Islamia's new distance learning are required to undergo the accreditation process. The council also plans to start a "resource pool" giving institutions an option of selecting quality academic programmes. Any institution will then be free to pick up a course from the pool and initiate it in their college, after paying a specified amount to the university which has constructed the programme. The move for compulsory accreditation comes in the wake of a joint declaration that was issued by the UGC, the all India council for technical education (AICTE) and IGNOU last year. □

Manipur vows 100% literacy by '07

The Government of Manipur launched literacy campaigns in tow districts, while the stage was being readied for a similar campaign to be launched in the Imphal West district. Sources at the State Adult Education Directorate have, meanwhile said that the Manipur State Literacy Mission Authority had set up district literacy societies in the nine districts of Manipur for mass literacy within 2007. According to the 2001 census, the total literacy of Manipur stood at 68.87 percent, with 77.87 percent of men and 59.70 percent of women. The Govt. is confident that will succeed in delivering its promise. They are making all out effort to achieve this. A major problem in this endeavour could, however, be the abysmal rate of literacy among that Muslim community of the State. Despite a history that goes back more than 400 years, more than 80 percent of Muslims in Manipur are still illiterate. According to a survey conducted by the All Manipur Muslim United Organization Coordinating Committee (AMUC), the State's literacy campaigns are yet to improve the rate of literacy among the Muslim population. Muslim students rarely get beyond the stage of vernacular literacy and often suffer from relapsed illiteracy, the survey said. Muslims comprise 6.9 percent of the State's population. The new drive has been designed to make people literate with 200 hours of intensive course. This would be followed by mass-media post literacy consolidate neo-literate learning skills. □

'Newspapers vital for good education'

Speakers at a seminar on 'Human Resource Development and Management System' on Saturday stressed the vital role of newspapers in re-vitalising the education system. The New Indian Express (TNIE) and Integrated National Development In Action (INDIA) Trust had jointly organised the event for schoolteachers, principals and academics. Newspapers had a critical role in education, said Garry Jacobs, business consultant of The New Indian Express Group. Research had proved that students who read newspapers had better reading and writing skills, better

awareness of politics and current affairs, and good vocabulary. 'A newspaper is a living text book which talks about different subjects in society,' Jacobs said. TNIE will soon launch a special edition for students who want to enroll with the 'Newspaper In Education' programme jointly organised by Express Group and INDIA Trust. The new product, 'Student Express', will come out on Fridays and will be supplied to the students who enroll. Apart from educational inputs, the supplement will focus on improving students' language skills. For parents, there would be a manual on 'parenting', and a training module for teachers as well, said the

chief executive officer of INDIA Trust, Devakanni Philip Vijay. 'These days companies are asking for candidates' potential and emotional quotients rather than their mark-sheets,' she said. One teacher from each school will be nominated for the Cambridge International Diploma for Teachers and Trainers and they would be sponsored by INDIA Trust. Garry Jacobs summed up the objective of the package by pointing to the number of young people who remain unemployed even after 17 years of education because they lack entrepreneurial skills and self-confidence. □

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