







## Seminar on Education : Private Sector, Problems and Possibilities

IAEA Kerala Branch organized an Education Seminar Kerala (Hindi Prachara Sabha), Thiruvantpuram. The Focus of the seminar was "Education: Private Sector, Problems and Possibilities in Kerala".

This was presided over by Prof (Dr.) A.M. Thampi, Vice Chairman of IAEA, Kerala. Papers were presented by Prof. Abdul Vahab (Principal, Retd), Dr. V. Reghu (University of Kerala), Dr. Noorjahan, SCERT, Kerala, Dr. Omanaseelan, Principal, University Teachers Education Centre, Dr. Geetha, Govt. College of Teacher Education, Trivandrum, Dr. Celene Perera, M.G. University, Kottayam, Mr. T.S. Nair, SRC, Kerala, Dr. K.S. Pillai, Chairman, IAEA, Kerala, Dr. K. Sivarajan, Syndicate member Sree Sankaracharya University of Sanskrit also participated in the discussions.

University teachers, Educationists, Social activists, Social workers and students

actively participated in the discussion. The seminar recommended the following.

- Steps may be taken by the State Govt. to improve the quality of education in the state
- To develop specific State Policy for Education with special attention on Private sector
- To reduce the cost of Education
- Steps for educational concessions for socially and economically poor sections of the society.

The seminar also recommended to attend the problems seen in the admission for higher education, problems like student indiscipline in the campus, issue related to ragging etc. It was also suggested to mobilise public opinion to solve the present day problems. 150 participants attended the seminar from different part of the state.

## 54th All India Adult Education Conference, Bhubaneswar, Orissa

Indian Adult Education Association - in joint collaboration with Nabakrushna Choudhury Centre for Development Studies, Gangadhar Meher Marg, Bhubaneswar, Orissa will be organizing 54th All India Adult Education Conference in Bhubaneswar from February 16-18, 2006. The theme of the Conference is "Adult Education in India : State Scenario". The lodging arrangements will be made in the Hostels of Bhubaneswar. Delegation fee is Rs. 750/-. Contact person at Bhubaneswar is Dr. SP Padhi, Director, NK Choudhury Centre for Development Studies (NCDS), Gangadhar Meher Marg, Bhubaneswar - 751013, Orissa. Hon'ble Shri Nagendra Pradhan, Minister of Education, Govt. of Orissa will inaugurate the conference and the valedictory address will be given by Shri Bhaskar Chatterjee, Principal Secretary, Govt. of Orissa and Ex. D.G. NLM.

# Haryana Govt. to launch satellite-aided education

To be introduced at 151 schools in January

EDUSAT, the Indian Satellite in Education programme, is to be launched in Haryana in a phased manner. Initially it will be introduced at 151 Government senior secondary schools in urban areas.

The State would get connectivity for this programme in January 2006, the Haryana Financial Commissioner and Principal Secretary,

- The remaining senior secondary schools in the State would be covered by the end of next year.
- A studio is being set up in Panchkula to beam live and recorded programme direct to classrooms.

Education, R.S. Gujral, said while inaugurating a workshop on "EDUSAT Project Content Development Methodology."

All District Education Officers and 100 outstanding lecturers of five subjects - English, Physics, Chemistry, Biology and Maths - from each district attended the workshop. Mr. Gujral said that this programme was being introduced with collaboration of Indian Space Research

Organisation (ISRO) which had launched a communication satellite called GSAT-3 for exclusive use of education sector. The remaining senior secondary schools in the State would be covered by the end of

class rooms where the programmes would be beamed through an antenna. The transmission would be received in the classroom through a computer and screened. All these 151 class rooms would be interactive as the

students of any of the schools would be able to ask questions after the lecture was over and the answers would also be beamed from the studio.

next year.

He added that a Central Hub and a studio were being set up at the new building of the District Education and Training Centre, Panchkula to beam live and recorded programmes direct to the class rooms. On the other hand, the Principals of all 151 Government senior secondary schools had been directed to make necessary arrangements in

He said that even after school hours the students would be able to access these lectures. This system would ensure uniformity in quality of education as only outstanding lecturers had been chosen to prepare and deliver lectures. Mr. Gujral said that after introducing this programme for class XII, it would also be introduced for other classes in schools. ■

## Call to promote literacy

The Haryana Governor, A.R. Kidwai, said on Saturday that the non-government organisations (NGOs) should play a significant role in creating awareness among the rural masses so that they could address the problems of illiteracy and poverty.

Speaking on the occasion of release of a magazine brought out by the NGO, The Bridge,

Dr. Kidwai said every citizen and the elite of society has the responsibility to awaken the 75 per cent people of the country residing in rural areas if the target of total literacy was to be achieved.

Lamenting the fact that 58 years after Independence, the vision of 100 per cent literacy in the country was still a distant

dream, Dr. Kidwai urged everybody to follow the idea of "each-one-teach-one". He also called upon the elite of the society to build bridges between haves and have nots so that the benefits of various government programmes and schemes could reach to each and everyone in an effective manner. ■

## 'Total literacy-zero poverty' is UDF slogan for polls

The UDF election manifesto has promised making the State a zero-poverty territory. "Total literacy - zero poverty" is the slogan it has coined for the local body elections. Addressing a press conference here on Friday, UDF convener P.P. Thankachan; CMP leader C.P. John; Congress media committee chairman M.M. Hassan and Congress leader Philipose Thomas said that the UDF manifesto proposed to release budget funds for the panchayats on a monthly basis.

It also proposes to bring in the necessary amendments to the anti-defection law in order to prevent defections in local bodies. The proposed amendment envisages giving power to the district leadership to issue whip to the members of local bodies.

The manifesto, released here on Friday, promises to enforce the right to information in panchayats. This will give right to any member of the grama sabha to scrutinise accounts. The UDF also proposes to set up coordination committees for the functioning of various departments in panchayats. It will also take steps to strengthen grama sabhas,

besides converting all records into Malayalam.

The UDF manifesto has several items for capacity building, strengthening decentralised administration, accountability and planning. The manifesto also lists out various steps to boost productive sectors, conservation of water resources, soil, and environment. One of the objectives of the manifesto relates to providing drinking water to all panchayats in five years. Mr. Thankachan said that the UDF had wrapped up its seat-sharing talks without much hitch. When asked why the UDF or the Congress had failed to put up even a token fight in as many as 64 panchayat wards, Mr. Thankachan said that these wards had been traditionally with the CPI(M).

Mr. John explained that the CPI(M) winning the seat unopposed was not an indicator of the UDF's weakness, but rather it signified the "anti-democratic credentials of the CPI(M) that did not allow democratic functioning." ■

## Adult literacy rate lowest in S. Asia

A UNESCO-SPONSORED study suggests that by paying marginal attention to adults without basic literacy skills, governments and donor countries are actually curtailing progress towards education for all (EFA).

The fourth edition of the EFA Global Monitoring Report 'Literacy for Life', says there are 771 million adults without basic literacy skills. And by according them only marginal attention, governments and donor countries are curtailing progress towards EFA. "Literacy is a right and a foundation for further learning that must be tackled through quality schooling," says report director Nicholas Burnett.

According to the report, three-quarters of the world's adult uneducated live in 12 countries. South and West Asia have the lowest adult literacy rate (58.6 percent), followed by Sub-Saharan Africa (59.7 percent) and the Arab states (62.7 percent).

The global illiteracy rate among women is higher. They account for 64 percent of adults who can't read or write.

The report says that literacy rates for those between 15 and 24 years in developing countries showed the maximum growth, up to 85 percent in 2000-2004 from 66 percent in 1970. ■

### ATTENTION

The following meetings will be held at Bhubaneswar :

16.2.2006	Executive Committee	6:00 PM
17.2.2006	General Body Meeting	5.00 PM
17.2.2006	Special General Body	5:30 PM
17.2.2006	Council Members Meeting	9.00 AM
19.3.2006	Second Special General Body Meeting at Hindi Bhawan, Bhopal	2.00 PM

## School drop-out rate falls

The new online admission policy of the State Education Department for primary level in Delhi Government schools has brought down the dropout rate from 15 per cent to 5 per cent this year. This has led to 70,000 new admissions, of which 35,000 are girl students who never made to school beyond the fifth standard.

There is another bit of good news in the education sector with the Government claiming that results of the senior secondary level examinations have improved by more than 25 per cent, a record figure for the past decade.

An elated Education Minister Arvinder Singh Lovely told newsmen on Monday that use of modern technology, change in strategy for spreading universal education and coming down heavily on red-tapism had helped in reversing the trend of dropouts prevalent in Delhi.

Mr. Lovely said use of the online admission system introduced this year had led to a major improvement in the admission scenario in Government and aided schools.

The Education Minister informed that earlier students and their parents had to face problems for school admissions because they did not know the actual availability of seats and the location of schools after passing out from fifth standard from the MCD schools. Tough rules for getting a Transfer Certificate and

the indifferent attitude of some principals led to huge dropout rate.

However, introduction of the online admission system changed it and instead of the routine 1.40-lakh students joining the sixth standard in Delhi Government schools, the total admission had touched the record figure of 2.10 lakh.

The most outstanding feature of this achievement is that nearly 35,000 of these new 70,000 students are girls thereby reversing the sharp increase in the trend of dropout rate among girls during the past one decade. Mr. Lovely said the dropout rate had been brought down to 5 per cent and efforts were directed at reaching the zero tolerance level by next year.

Giving full credit for this achievement to the parents as well the officials, the Education Minister singled out the Secretary (Education) Reena Ray, and Director (Education), Vijay Kumar, for special praise.

The Minister said the results of senior secondary examination had improved by more than 26 per cent with the annual result going up from 48.03 per cent to 74.31 per cent in the main examinations after compartments.

The pass-out rate in compartments has been the highest since 1997-98. Similarly, the results of XIIth standard had also gone up from 76 per cent to 87 per cent in the main examinations, registering an improvement of 11 per cent. ■

## E-literacy gains momentum in Kerala

Kerala's e-literacy programme for the common man - Akshaya - is gaining momentum with training programmes for 5,000 instructors set to be launched in seven districts Wednesday.

The districts selected are Kasargode, Kannur, Kozhikode, Thrissur, Ernakulam, Kollam and Pathanamthitta.

"With the completion of the e-literacy programme in under a year from now, 3.5 million people will learn how to handle computers. Akshaya will be implemented in the remaining six districts of the state after this phase gets over," said Sabu John, who spearheaded the campaign.

The state government had launched Akshaya as a pilot project in Malappuram district after President A.P.J. Abdul Kalam kicked it off in 2002.

After achieving the objective of making one member of every household in Malappuram district e-literate in less than 18 months, the government here decided to roll out this unique project in the other 13 districts in two phases.

These trainers would provide IT literacy training to one member in every household at a cost of Rs.120, of which each student will have to contribute Rs.40. The remaining amount will come from the village council. ■

## “राजनीतिक इच्छा शक्ति से साक्षरता संभव”

अगर देश से आतंकवाद और निरक्षरता को दूर करना है तो राजनीतिक दलों को दृढ़ इच्छा शक्ति को अपनाना होगा। राजनीतिक इच्छा शक्ति की कमी के चलते आज तक देश से ये दोनों बीमारियां खत्म नहीं हो पाई हैं। शिक्षा का मतलब सिर्फ अक्षर ज्ञान नहीं, बल्कि हमारे जीवन मूल्य भी शिक्षा में शामिल होने चाहिए ताकि छात्र संस्कारवान हों।

ये विचार पूर्व पुलिस महानिदेशक कें. पी. एस. गिल ने सेवा भारती द्वारा दिल्ली में 1 फरवरी से चलाए जाने वाले साक्षरता अभियान के उद्घाटन अवसर पर व्यक्त किए। उद्घाटन समारोह पंचकुड़ियां रोड स्थित उदासीन आश्रम में आयोजित किया गया। यह अभियान राष्ट्रीय स्वयंसेवक संघ के द्वितीय प्रमुख माधराव सदाशिवराव गोलवालकर की जन्म शताब्दी पर शुरू किया जा रहा है। इस मौके पर साक्षरता अभियान

के विषय में जानकारी देते हुए राष्ट्रीय स्वयंसेवक संघ के अखिल भारतीय सेवा प्रमुख प्रेमचंद गोयल ने कहा कि साक्षरता अभियान के प्रथम चरण की शुरुआत एक फरवरी से राजधानी की 496 बस्तियों से की जाएगी। करीब 1200 कार्यकर्ता समर्पण भाव से हर रोज कम से कम एक घंटा पढ़ाएंगे। अभियान के प्रथम चरण में राजधानी के 50,000 निरक्षरों को शिक्षित करेंगे। पहला चरण अप्रैल माह में खत्म होगा। जिस पर करीब 23 लाख रुपये की राशि खर्च की जाएगी। जिसे दान के रूप में समाज से संग्रहित किया जा रहा है। एक व्यक्ति को साक्षर बनाने का खर्च सिर्फ 42 रुपये आएगा। जो सरकार के भारी भरकम बजटों की तुलना में बेहद कम है।

उन्होंने कहा कि इस साल के अंत तक 20,000 एकल विद्यालय और खोलने की योजना है, अभी संघ के विभिन्न संगठनों

द्वारा देश में 30,000 से ज्यादा एकल विद्यालय चलाए जा रहे हैं। श्री गोयल ने कहा कि वर्ष 2001 की जनगणना के अनुसार दिल्ली की साक्षरता दर 81.82 प्रतिशत है, यानि दिल्ली में अभी 20 लाख लोग निरक्षर हैं।

सेवा भारती इन सभी निरक्षरों को साक्षर करेगी। यह शिक्षा बिना जाति भेद के मुहैया कराई जाएगी। साथ ही एक झोला पुस्तकालय चलाया जाएगा, ताकि नव साक्षरों में साक्षरता जागरूकता बनी रहे।

समारोह में जामिया इसलामिया विश्वविद्यालय के जेड एच कुरैशी, गुरुजी जन्म शताब्दी समिति दिल्ली के अध्यक्ष स्वामी राघवानंद महाराज, साक्षरता की विशिष्ट पद्धति के निर्माता ज्ञानेंद्र प्रसाद जैन, आरएसएस दिल्ली प्रांत के संचालक सत्यनारायण बंसल, दिल्ली सेवा भारती के कार्यकारी अध्यक्ष बृजमोहन सेठी सहित कई गणमान्य लोग मौजूद थे।

## निरक्षर माता-पिता का बेटा पीएससी टापर

शहर के एक तकनीकी संस्थान में पढ़ा रहे रामप्रकाश अहिरवार ने पीएससी में प्रथम स्थान हासिल किया है। टीकमगढ़ जिले के टौरिया गांव निवासी रामप्रकाश के माता-पिता निरक्षर हैं लेकिन उनकी खाहिश थी कि बेटा अधिकारी बने और उसने यह कर दिखाया। इलेक्ट्रिकल में बीई करने के बाद उन्होंने पीएससी को टारगेट किया और अंततः सफल रहे। इस समय वे आईएएस की तैयारी भी कर रहे हैं।

रामप्रकाश को परिणाम तो सोमवार सुबह ही पता चल गया था लेकिन टीकमगढ़ के पलेरा तहसील से आठ किमी दूर टौरिया गांव में यह सूचना पहुंचने में शाम ढल गई। जब चर्चा हो रही थी तब मां मनकुंवर को पता नहीं था कि उनके बेटे ने परीक्षा में पहला स्थान पाया है। शाम को जब पलेरा आकर फोन लगाया तब सूचना मिली।

रामप्रकाश ने बताया हमारे गांव से अभी तक कोई अधिकारी नहीं बना। वे कहते हैं पिता खलकरचंद खेती करते हैं। माता-पिता दोनों ही निरक्षर हैं इसलिए उनकी इच्छा थी कि मैं अधिकारी बनूं। आज उनका सपना पूरा हो गया। श्री अहिरवार श्री वैष्णव इंस्टिट्यूट ऑफ टेकनॉलजी आफ साइंस में अपनी तैयारी के साथ-साथ इलेक्ट्रिकल इंजीनियरिंग में बीई करने के दौरान ही लोक सेवा में जाने का मन बना लिया था। वे 2002 से इलेक्ट्रिकल इंजीनियरिंग और समाजशास्त्र विषय को लेकर तैयारी कर रहे थे। वे बताते हैं कि प्रारंभिक परीक्षा के बाद एक बार लगा था कि शायद अब नहीं होगा इसलिए सोचा इंजीनियरिंग के क्षेत्र में ही नौकरी तलाश लूं। इतने में मुख्य परीक्षा में चयन हो गया। उसके बाद तैयारियां अभी तक नहीं रुकी। वे मई में होने वाली आईएएस

परीक्षा की तैयारी में जुटे हैं। वे कहते हैं कि मैं रोज नोट्स बनाता था। उसमें सवाल ढूंढकर उनके जवाब लिखता था। शिक्षक प्रदीप मिश्रा से इसे चेक करवाता था।

**यदि वे मुझसे बुंदेलखंडी में पूछते तो मैं उसमें ही जवाब देता**

श्री अहिरवार कहते हैं अंग्रेजी और हिंदी दोनों में साक्षात्कार देने के लिए तैयार था। उन्होंने एक सवाल अंग्रेजी में पूछा मैंने जवाब अंग्रेजी में दिया। बाकी सवाल हिंदी में पूछे गए तो जवाब मैंने हिंदी में ही दिया। यदि वे मुझसे मेरी मातृभाषा बुंदेलखंडी में पूछते तो मैं उसमें जवाब देता।

**बिजली चोरी रोकने के लिए क्या करेंगे :** 22 मिनट तक चले साक्षात्कार में इलेक्ट्रिकल इंजीनियर होने के नाते श्री

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## Education must provide freedom to think: Kalam

### Physics a fascinating subject to enable students to capture thought

Emphasizing the need to confront theory with experimentation, President APJ Abdul Kalam said that the Indian education system must provide the freedom to think and imagination for students to learn physics well.

Speaking at the inauguration of the International Conference on "World View on Physics Education in 2005: Focusing on Change" at the Vigyan Bhavan, the President said while physics was a fascinating subject, "for enabling the student to capture the thought, he should be motivated to visualize and

imagine the phenomenon as done by Einstein who reasoned that if you could run along side a light beam then the light beam should be perfectly at rest."

Emphasizing the role of teachers in discovering talent and shaping them, Mr. Kalam said: "Teachers have to become capacity builders and facilitators. They have to ask questions, which are challenging and allow the student to think and come up with an answer. Teachers must also find answers to the questions asked by the students or at least the approach through which the student can find an answer. Eventually the teacher has to create a life long autonomous learners who will

blossom into a physicist."

Suggesting the compilation of a book with childhood experience of ten personalities in science for introduction in school curriculum in Standards X and XII, the President cited the example of eminent scientist Albert Einstein, who was spotted by his teacher for his brilliance.

"For students between the age of 14 and 17, it is very important to inject the beauty of science, challenge of science and bliss of science when one achieves.

This is the period students make up their mind, whether they should go for science, engineering, medical, law or humanities," Mr. Kalam said.

## Literacy Programme for women launched

Karnataka Deputy Chief Minister Siddaramaiah has emphasized the need to educate women as educating a woman is like educating a family.

Inaugurating "Kalike-Galike," a literacy programme for women in self-help groups, he said Karnataka ranks sixth in the county in literacy. Mr. Siddaramaiah said a woman passes on her knowledge to future generations.

He said that with literacy a woman becomes independent, which gives her the strength to fight for her rights and to raise her voice if they are violated.

The five-month programme

has been organized by the Directorate of Mass Education, in association with Women and Child Development Department and the Karnataka State Literacy Mission Authority.

The Director, Directorate of Mass Education, N. Nagambika Devi, thanked the Deputy Chief Minister, who also holds the Finance portfolio, for allocating Rs. 2 crores for educating women in SHGs.

She said that only 50 percent women in 80 talukas in the State are educated. The situation in north Karnataka is bad with a literacy rate of 20 percent, she said.

Dr. Devi said her department aims at providing education to

about eight lakh women in six months.

The Minister for Primary Education, R. Ramalinga Reddy, said that the Centre has set a target of achieving 85 percent literacy by 2007.

### Corrigendum

Members are requested to kindly note the Second Special General Meeting of The General Body of Association will now be held on 19th March, 2006 at 2:00 PM at Hindi Bhawan, Shyamla Hills, Bhopal- 462 002 in lieu of 17th March 2006.

(Dr. Madan Singh)  
General Secretary

## Obituary

### Shri. Tarlok Singh

Shri Tarlok Singh, former member of the Planning Commission, noted economist and also a life member of IAEA died on 10th December 2005 in Delhi. Shri Singh was a recipient of the Nehru Literary award for the year 1996. He was awarded for his outstanding contribution in planning, development and promotion of adult education for over five decades. He had worked extensively on the role of adult education in reducing poverty and bringing social change. He was closely associated with Prof. Gunnar Myrdal in Stockholm University, Sweden. He was Deputy Executive Director for Planning in UNICEF, New York from 1970-74. His writing include 'Poverty and Social Change'; 'Towards an Integrated Society'; and 'India's Development Experience'. Shri Tarlok Singh was the first Chairman of the Indian Association of Social Science Institutions during 1979-81. He was the Editor of Social Science Journal, IASSI quarterly. He had been closely connected with All India Committee on Eradication of Illiteracy among Women. Highly qualified, well traveled in India & abroad, he has written many books and papers on different topics. Awarded by President of India and by many Social Organization of high repute. May His soul Rest in Peace. ■

### Barrister M.G. Mane



Sad demise of Barrister Madhavrao Mane, former President IAEA on wednesday 10th June 2005. He was President of Bombay City Social Education Committee for last 36 years. Under his presidentship the Committee felicitated the following prizes:

- 1969 - "Mohd. Reza Pehalvi Prize"
- 1969-1970 - " Nehru Saksharata Prize" to Late Smt. Kulsum Sayani, Vice- President, BCSEC.
- 1978 - " Nehru Sakshararta Prize"
- 1984 - " Savitribai Phule Prize" from Maharashtra Govt. ■

### Smt. Bimla Dutta

Smt. Bimla Dutta, a life member, former Vice-President and former editor of Indian Adult Education Association died at Delhi on 29th January 2006. She was 83. Smt. Dutta was an accomplished writer and renowned Adult Educator. She has written several books in Hindi for neo-literates and edited "Proudh Shiksha" monthly journal for over 20 years. IAEA deeply mourns her death. May her soul rest in peace. ■

### Smt. Shobhana Ranade elected

### Chairperson of AICEIW

Smt. Shobhana Ranade has been elected chairperson of Standing Committee of All India Committee on Eradication of Illiteracy among Women for the term 1st November 2005 to 31st October 2007. The other office bearers are:

Dr. Monorama Bawa, Vice-Chairman, Smt. Sarojini Vardhappan, Vice- Chairman, Smt. Poornima Pakvasa, Vice Chairman, Smt. Sarju Devi, Vice Chairman, Smt. Veena Kohli, Treasurer and Shri R.N. Talwar Secretary. ■

### निरक्षर माता-पिता

*cont. from page 5*

अहिरवार से पूछा गया कि बिजली चोरी कैसे रोकेंगे? उन्होंने बताया बड़े उपभोक्ताओं पर नजर रखने के लिए ट्रांसमीट होने वाले स्थान और जहां से उपभोक्ता को कनेक्शन दिया गया दोनों ही जगह पर एनर्जी मीटर लगाना चाहिए। अभी सिर्फ एक कनेक्शन के स्थान पर ही मीटर लगाया जाता है।

**जवाब नहीं देने पर जब साक्षात्कार बोर्ड ने शाबासी दी**

साक्षात्कार में एक सवाल का जवाब नहीं देने पर श्री अहिरवार को अंक मिले। साक्षात्कार बोर्ड ने जब उनसे पूछा कि रेल ऑटोमोबाइल इंजन का गियर कैसे बदला जाता है? इस सवाल का जवाब नहीं आने पर उन्होंने कहा जहां तक मेरी जानकारी है यह मैकेनिकल इंजीनियरिंग का सवाल है। इस विषय में जानकारी का आभाव है इसलिए माफी चाहता हूं। इस साफगोई पर आयोग के अध्यक्ष विनयशंकर दुबे ने शाबासी दी और कहा जरूरी नहीं कि सबको सब विषय की जानकारी हो। ■

## SC notice to govt. on compulsory education

The Supreme Court today issued notice to the Union Government on a petition seeking to ensure that every child up to the age of 14 is enrolled in school as under Article 21 of the Constitution education to them had been made their fundamental right.

Taking cognisance of a public interest litigation (PIL), filed jointly by Prof Shanta Sinha from Hyderabad, the Centre for Child Rights and a civil right group, Social Jurists, a Bench of Ms Justice Ruma Pal, Mr Justice A.R. Lakshmanan and

Mr Justice Dalveer Bhandari sought replies from the ministries of Law and Justice, Human Resource Development and Labour and Employment.

Petitioners' counsel Ashok Agrawal said though education to children between 6 to 14 years had been made compulsory under Article 21, still 100 million children of this age group were out of schools as they were engaged in various types of child labour across the country.

"Permitting any form of labour from children below 14 years of age is negation of Article 21-A itself,"

he said, adding that the state governments were not taking steps to ensure that all children of this age group were enrolled in schools.

Depriving the children of the basic minimum education also ran contrary to the UN Convention on Rights of Child and ILO Convention on minimum age for labour, the PIL said.

The petitioner also sought a direction to the government to make all labour laws in conformity with Article 21-A of the Constitution. ■

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

TO

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## 54th All India Adult Education Conference, Bhubaneswar

The 54th All India Adult Education Conference was organised from 16-18 Feb., 2006 at Bhubaneswar (Orissa) by Indian Adult Education Association - In Collaboration with Nabakrushna Choudhury Centre for Development Studies (NCDS) Bhubaneswar. The theme of the Conference was, 'Adult Education in India : State Scenario'. In all 202 delegates from 20 States/UTs of the country comprising of office bearers and life members of IAEA and representatives of Universities, State Resource Centres, Zila Saksharta Samities, Jan Shikshan Sansthan, Non Government Organisations and District/State Governments participated.

### Inaugural Session

The Conference was inaugurated on 16th Feb., 2006 by

Hon'ble Shri Nagendra Kumar Pradhan, Minister for School and Mass Education, Orissa. Shri Bhaskar Chatterjee, Principal Secretary, Govt. of Orissa and former DG NLM Govt. of India



Standing from L to R - Prof. L.K. Mahapatra, Chairman, NCDS, Shri Bhaskar Chatterjee, Principal Secretary, Govt. of Orissa, Hon'ble Shri Nagendra Kumar Pradhan, Minister for School and Mass Education, Shri K.C. Choudhary, President, IAEA and Dr. Madan Singh, Gen. Secretary, IAEA

presided over the inaugural function. Prof. L.K. Mahapatra, Chairman NCDS, Shri K.C. Choudhary, President IAEA and Dr. Madan Singh, General Secretary, IAEA were the other dignitaries on the dais.

Shri K.C. Choudhary welcomed the Chief Guest, Prof. Mahapatra and Shri Bhaskar Chatterjee. Prof. Mahapatra extended a warm welcome to all the delegates of the conference while specially

welcoming the chief guest. He also described the activities of NCDS. The inaugural address was delivered by Hon'ble Minister. He was happy to know that the delegates mostly represented the field level organisations engaged in adult education programme/activities. He was

sure that after the three days deliberations they will formulate strategies for effective implementation and improvement of adult education programme in the country and that their recommendations will be useful for

policy makers. Shri Chatterjee while delivering the presidential address paid rich tributes to the chief guest for his new thrust to Mass Education in Orissa. He recalled how Shri Anil Bordia and Dr. L. Mishra galvanised the whole country in participating in the Total Literacy Campaigns launched by NLM. Ernakulam experiment was used as a powerful weapon. He recalled his stint as DG NLM and said that by 1995-96, the Campaigns which by nature were of short duration, were wearing out. It was at that stage that the Post Literacy Programme of remediation, retention and strengthening of the achievements of TLC was designed. For continuation of the Adult Education Programme beyond PLP, the third stage of Continuing Education was evolved by using the global experience. He described the

concept of Continuing Education in detail and said that for effective implementation of these Adult Education Programmes, Zila Saksharta Samities were given a new vision, State Literacy Missions were set up in different States and State Resource Centres were strengthened as principal pillars of support. He also referred to the concept of setting up of one Jan Shikshan Sansthan in each district to provide Vocational training programmes of livelihood to the people of the area. In the end he

laid emphasis on the achievements of the NLM in the decade of 1990s as revealed by the census 2001 data. He said that the 1991-2001 was the decade of literacy and was a landmark in the history of adult education movement. Dr. Madan Singh presented vote of thanks to the Chief Guest, the Hon'ble Minister for Schol and Education, President of inaugural session, Shri Bhaskar Chatterjee, Chairman NCDS, all the delegates from Universities, JSSs, SRCs and NGOs.



Delegates attending the conference in RRL Auditorium in Bhubaneswar

### Introductory Session

The Introductory session of the conference was presided over by Smt. Anita Chatterjee, District Magistrate and Chairman Zila Saksharta Samitie, District Unnao (UP). Shri Prem Chand, Consultant, IAEA presented the working paper of the Conference - "Adult Education and Literacy in India". In this paper he discussed different programmes of Adult Education and Adult Literacy organised in India from

time to time, starting from the ancient period. The past programmes of (i) British Period, (ii) Social Education and Library, (iii) Gram Shikshan Mohim, (iv) Farmers' Functional Literacy and Non-formation Education and (v) National Adult Education Programme were described in detail. Constraints and Deficiencies of the past programmes were discussed. The National Literacy Mission, which was setup in May 1988, decided to give priority to the most productive and reproductive age group of 15-35. The initial objective of NLM was to impart functional literacy to 80 million adult illiterate persons of age group 15-35. It has been revised to achieving a sustainable literacy level of 75%. The NLM on the model of Ernakulam Literacy Campaign of 1990 adopted Total Literacy

Campaign (TLC) approach as its principal strategy to eradicate illiteracy. Total Literacy Campaigns have by now covered almost all the districts of the country (596 out of 600). As a follow up of TLCs, post literacy programme was taken up in districts completing TLC for retention, remediation and improvement of literacy achievements. After wide consultations and serious consideration, NLM devised the much needed programme of Continuing Education and

providing libraries and reading rooms, teaching learning centres for the residual non-literates and neo-literates, Vocational training Centres, Extension centres of all development departments, Discussion forums for sharing ideas and solving problems, a composite information centre, etc. By 2004-05, 142 districts were at TLC stage, 178 were at Post Literacy stage and 276 districts had moved to CEC stage.

Shri Prem Chand indicated the achievements of Adult Literacy Programme as reflected by 2001 census. He informed that the increase in literacy rate during 1991-2001 was by 12.6 percentage points as compared to average decadal increase of around 8 percentage points in the past. He also indicated that female literacy rate, rural literacy rates and SC/ ST literacy rates improved at still higher rate indicating that the priority groups were given more attention by NLM during 1991-2001. In this paper, the magnitude of the task ahead in reaching the target of 75% by 2007 and its feasibility were also discussed. The state level analysis indicated that while 11 states had

already achieved 75% target, other 11 states having literacy rate between the national average of 64.8% and 75% were expected to reach the target by 2007. The remaining 13 states/ UTs having literacy rates below



Shri K C Choudhary welcoming the Hon'ble Shri Nagendra Kumar Pradhan, Minister for School and Mass Education

the national level faced the challenging task of achieving the



Dr. Madan Singh welcoming Shri Bhaskar Chatterjee, Principal Secretary, Govt. of Orissa, and Prof. L.K. Mahapatra, Chairman, NCDS

target. He emphasised that Uttar Pradesh, Bihar, Jharkhand and Jammu and Kashmir faced more challenging task in this regard, While concluding, he felt that

NLM and programmes of Sarva Shiksha Abhiyan have made big dent in solving the problem of illiteracy in the country and indicated that India was on path to meet Education For All (EFA) goal of meeting the learning needs

of all young people and adults by 2015 and was moving towards a lifelong learning society.

Another paper "Literacy of Religious Groups in India : A Micro Level Study" was presented by Shri Sumit Mukhopadhyay. He presented the methodology of working out the index of the level of concentration (if any) of the literacy rate of a particular state compared to other states in respect of different religions. The paper was based on 2001 census data on religion. The author informed that the overall ranking of all religion data more truly reflected the concentration of literacy level except in a few cases. The chairperson presented her own

experience in the field of working with rural folk women. She felt there was lot of scope for bridging the gap between male and female literacy scenario. She also

described how she was encouraging the women pradhans to fruitfully contribute in the development of the villages and their participation in development and education activities.

### **First Technical Session**

The first technical session was presided over by Ms Rajshree Biswas, Vice President, IAEA. Dr. (Ms.) Minakshi Mishra presented her paper on "Literacy and women Empowerment in Orissa: Achievements and Challenges". She described that there was co-relation between low literacy and poverty and was reflected by the data of different districts of state of Orissa. She indicated that women empowerment was a process of gaining awareness and ability to acquire knowledge and skills from a position of strength. She presented data on low female literacy among Katiya, Kandha, Didayis and Bonda tribal women.

Dr. Madan Singh, General Secretary, IAEA presented a paper on 'Adult Education in Uttar Pradesh'. He made a very lively presentation of implementation of the Accelerated Female Literacy Project (AFLP) in eight low female districts of the state. He described the strategy adopted in implementation of this project in detail. He felt that involvement of good voluntary organisations, training of functionaries at different levels by the Nodal SRC, U.P. and real and honest efforts by these implementing agencies paid rich dividends. Extensive monitoring during the implementation stage was carried out by eight SRCs - U.P., Delhi, Haryana, Rajasthan,

Indore, Bhopal, Gujarat and Dehradun. Evaluation was made a part of learning which was done through nine tests of all three primers. The final evaluation was conducted by SRCs -- UP., Delhi, Rajasthan, Indore, Bhopal, Haryana, Gujarat and Dehradun under the direction and supervision of the National Sample survey organisation and the planning commission of Govt. of India. He said that the literacy level of all these districts enhanced by about three times and reached a respectable level. Dr. Madan Singh felt that genuine NGOs have a very significant role to play in the development of Adult Education in the country. He suggested the approach followed in implementing AFLP projects in 8 districts of U.P. to be adopted in other districts of UP and in different parts of the country, where the female literacy is less than 40% according to the 2001 census. Dr. Madan Singh in his paper described major problems and difficulties which had been and are still hindering the progress of Adult Education in U.P. He also suggested policy changes required to make the adult education system effective in the state.

Dr. Nanu Bhai Joshi, Vice President, IAEA, emphasized the role of voluntary agencies in Adult Education Programme. He cited the example of Various Sarvodya Institutions of Gujarat picking up Proudh Shiksha work in a big way. Textile mills in Gujarat also started work for education of the workers. He said that the Adult Education Departments of universities of Gujarat, Bihar and some other states have been closed. Dr. Joshi emphasized that voluntarism is the

only answer to the problem of adult illiteracy in this country. It was only for NGOs to implement Adult Education Programme and that Government should provide supportive mechanism. Shri Pani Grahi from Nabakrushna Choudhury Centre for Development Studies described his experience of working with tribal community. He felt that more investment was required to be made to improve the condition of the tribal people. Ms. Rajshree Biswas while concluding the discussion on the papers emphasised the need to develop socio-economic conditions of the people. She indicated that the papers presented were nicely prepared and presented. She felt that some concrete programmes of income generation were needed.

### **Second Technical Session**

This session was chaired by Shri K. C. Choudhary, President, IAEA. Shri Prem Chand, Consultant, IAEA was also on the dais. Shri K. C. Choudhary raised the question of what is literacy? He said that we must define and redefine adult education and set its goals for future. He said that the problem of child labour needed a solution. Adult education particularly JSSs can play a role in mitigating this problem by providing relevant skills to them. Prof. B.B. Mohanty presented a paper on, 'Adult Education in India - Past and present'. He described 1991-2001 decade as glorious decade for literacy and education and that it was a decade of achievements, innovations, promises and challenges. A reference was made to

International Plan of Action prepared by UNESCO which aimed at stimulating and harmonising action by National Governments, Local Communities, Universities, Public and Private Organisations. The paper also described commitment made by participating countries in the World Education Forum to achieve a 50 percent improvement in levels of adult literacy by 2015 and to improve the quality of education. Prof. Mohanty examined the past and present programmes of adult education starting from ancient period including action taken by popular ministries established in the Provinces in 1937, social education during First and Second Five Year Plans, functional literacy, non-formal education of 1975-76, National Adult Educational Programme of 1978 and NLM. He also examined the role of State Resource Centres, the civil society and other institutions in supporting adult education programme in the country and suggested a very positive role of information and communication technologies in developing knowledge societies.

Shri Arvind Kumar Mishra, Director, SRC, Dehradun made a detailed presentation of the problems faced in the implementation of TLC, PLP and Continuing Education Programmes in different parts of Uttranchal State. He said that no Total Literacy Campaign was completed in one year's time for which funds were made available for one year. Quality of implementation of the programme suffered as the campaigns dragged for a number of years.

He described how the CE Programme was suffering in the State for want of release of funds in time. He also felt that there was need to review the criteria of sanctioning a CE Centre for a population of around 2000 in hilly areas where one centre covered 8-9 Gram Panchyats because of low population density. He said that Equivalency Programmes, Income Generating Programmes, Quality of Life Improvement Programmes envisaged under CE Programme are not clearly understood and are not sanctioned in many cases. He suggested that at least one CEC should be set up in each Gram Sabha irrespective of the population of the area. Shri Gorakh Nath Kamble of Shivaji University, Kolhapur felt that adult educators need to work with the people and not to work for them, as this will provide a mutual understanding of each other which will help in motivating them to participate in adult literacy programmes.

Shri Pan Giri Goswami from Uttranchal also mentioned how the functioning of a CEC for a population of 2000 was impossible in hilly areas like Uttranchal State. He also mentioned the problem of availability of funds for continuation of CE Programme after one year. Shri N. A. Wani, Director JSS, Jammu felt that the factors which result in low literacy in some states and higher literacy in others need to be studied in detail. Shri Ramesh Mehta from Ujjain said that CE Centres have not been set up in urban areas in Madhya Pradesh and that CECs in some rural areas have been closed for want of availability of funds. Shri K.L. Soni

from ZSS, Tikamgarh said that women literacy in Tikamgarh was low and that during 1991-2001 it increased by 20 percentage points. He said that the CE Programme which was started in January, 2003 had to be discontinued during 2004-05 for non-availability of funds.

Chairman, while concluding the session, appreciated the feelings of the adult educators who presented their views during this session. He felt that commitment among workers is very essential. He gave the example of good work done in AFLP districts by NGOs. He exhorted the delegates to think how can we contribute to the improvement of the condition of the backward people.

### **Zakir Hussain Memorial Lecture**

Dr. Zakir Hussain Memorial Lecture on 'Relevance of Community Education' written by Prof. B. S. Garg, Chancellor, Jarnardhan Rai Nagar, Rajasthan Vidyapeeth (Deemed University) was read out by Dr. Lakshmi Narayan Nandwana Cultural Secretary, Rajasthan Vidyapeeth. The session was chaired by Shri. K. C. Choudhary, President, IAEA. Dr. Madan Singh and Prof. B.B. Mohanty were also on the dais.

### **Third Technical Session**

The last technical session was chaired by Prof. N. B. Joshi, Vice President, IAEA. Mrs. Manjeet Paintal, Director, RRC Punjab presented a paper on 'Literacy Scenario of UT Chandigarh'. Dr. P.K. Sahoo, Chairman, CYSD, and Shri Nasir Ali presented their paper 'Education for All - Orissa experience'. Shri Gorakh

Nath Kamble also presented paper on 'Extension Education in Indian Universities : Overview' which was written by Dr. Bhalba Vibhute, Director, Department of adult education, Shivaji University, Kolhapur.

### Thematic Groups

The following ten groups on different themes of adult education were formed to discuss these issues in the groups and make their recommendations for improvement of the programme.

Group - I Environment, Education for Sustainable Development and Adult Education

--- Dr. P.K. Sahoo

Group - II Gender and Women's Empowerment and Adult Education

---Ms. Indira Purohit

Group -III Role of SRCs, JSSs and NGOs

---Dr. Madan Singh

Group - IV Human Rights and Health Issues (HIV & AIDS and Drugs) and Adult Education

Dr. N. B. Joshi

Group -V Voluntary Action

---Shri N.C. Pant

Group - VI EFA: Goals and Achievements

---Prof. B.B. Mohanty

Group - VII Continuing Education and Skill Development

---Ms. Manjeet Paintal

Group - VIII Policy advocacy on Transformative adult learning

---Dr. S.B. Saligondar

Group - IX Learning environment and opportunities

---Prof. PA Reddy

Group - X Management & Financing of Adult Education

---Prof. Arun Mishra

### Valedictory Session

Valedictory session was held on 18th February 2006. The session was chaired by Shri K.C. Choudhary, Shri Bhasker Chatterjee was the chief guest. Shri Choudhary welcomed the chief guest. Shri Prem Chand presented the recommendations of the conference.

The Valedictory address was delivered by the chief guest. In his valedictory address Shri.



Meeting of the thematic group -- Gender and Women's Empowerment and Adult Education

Bhasker Chatterjee made mention of the following challenges (1) The CE programme as envisaged and finalised by NLM is very good. Future of the programme lies in practical implementation of different aspects of the programme at the field level. He said that CEP is a continuous and ongoing programme. It was therefore necessary to ensure its continuity over a longer period of time. He made a reference to the 2006 UNESCO Report on Monitoring of EFA goals and said two out of the six goals of EFA

have focused on Adult Education. He said that he was confident that in the preparation of the proposals for education for the XIth Five Year Plan, Ministry of Human Resource Development will assign an important priority to CEP and that they will ensure long term, well funded and field rooted programme of CEP in the next Five Year Plan. (2) The CE programme needs more understanding of the programme at the field level. He felt that some aspects of CE do not translate into action so easily and that CE needs much more maturity and understanding. He

suggested that a CE centre can network with institutions at local level and that Self Help Groups are an important institution in this respect. To make the CE programme more effective he said that population of 2000 was not the sole criteria for setting up a CEC. Centre's location

should decide which area can be serviced by it. The role of prerak, SRC and JSS is very vital in improving the functioning of the programme. Training of preraks needs to be organized time and again. SRCs have to improve the quality of training and material and the JSSs should devise new courses/programmes covering trades and skills relevant to the needs of the people. (3) NGOs must come at the centre stage of the programme. They should be asked to run CECs and Nodal CECs. There should be

competition in the organization of CECs by different agencies. He suggested that Nodal CECs could be assigned to universities, NGOS, local industry and other local institutions. He felt that there was need to encourage local level commitment for Continuing Education programme.

While delivering the presidential address Shri. Choudhary said that JSSs and NGOs should come forward on their own initiative and play a leading role in the implementation of quality of life improvement programmes. He felt that voluntary effort was very much needed. He also informed the delegates particularly those from university system that UGC was also going to provide more funds for adult education. He hoped that Govt. will pay attention to the recommendations of this conference. Dr. Y.S Bhaduria from U.P. spoke on behalf of the delegates and paid tributes to Shri Bhaskerjee, Choudhary Sahab, Dr. Madan Singh, Prem Chand and District Magistrate Unnao for organizing the programme very well and for appropriately summing up the recommendations of the conference. Dr. Madan Singh proposed a vote of thanks. He profusely thanked Shri Bhasker Chatterjee for being Chief Patron of the conference and for the encouragement provided to organize the conference at Bhubaneswar. He also thanked NCDS, CYSD, RRL, Jindal Group, Members of Executive Committee, council and staff of IAEA and all others who contributed in the success of the conference. □

## Non-formal education: HRD still has miles to go

The Planning Commission's Programme Evaluation Organisation (PEO) which probed into the outcome of the 27-year-old Non-Formal Education (NFE) have revealed that the Human Resource Ministry has miles to go to achieve its target and said that "implementation of the scheme has not been satisfactory" due to failure of coordination between local bodies at the state-level.

The impact of the findings is expected to have wider implications at a time when the UPA Government has decided to lay a special focus on the social sector during the next financial year 2006-07. The scheme, which began in 1979-80 with 10 educationally backward States - Andhra Pradesh, Assam, Bihar, Himachal Pradesh, Jammu & Kashmir, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh and West Bengal - could not meet its targets.

The scheme was launched on the premise that the school education cannot reach all students and 'a large and systematic non-formal education' was required to take care of 'school dropouts, children from habitations without schools, working children and girls who cannot attend regular schools'. Incidentally, while the scheme went on with 10 educationally backward States, later it also included urban slums, hilly, tribal and desert areas in other States and Union Territories.

But the PEO indicators suggest, according to HRD

sources, that in its present form the NFE could not ensure quality primary education for out-of-school children.

The sources in the HRD also admit that in the present form the scheme would not either "meet other targets and measures which the NFE was supposed to execute" as far as its 1992 agenda is concerned. The findings point out that the scheme implementation suffered due to inadequate involvement of local community, village education committees and the Panchayat Raj institutions.

Lack of success with girls has been another area where it has failed. Attendance at girls' centres and the number of women functionaries in the programme have been noticeably low, said the outcome review. Low over all coverage of the scheme - it covers less than 10 percent of the out-of-school children - also points to the scheme's persisting failure. □

## Doctorate Degree Awarded

Ms. Jaya Mary Louis, Senior Lecturer, School of Pedagogical Sciences, Mahatma Gandhi University, Kottayam, Kerala who is also life member of IAEA, has been awarded Doctorate Degree in Education by the University of Kerala for her study on "Some Variables influencing Acquisition of Language Arts with special reference of English", under the supervision of Dr. Mercy Abraham, former Prof. of Education, Kerala □

## Move to make education mandatory for Tihar inmates

In a bid to make the jail an institution for reform, Tihar Jail authorities have proposed to make learning mandatory for inmates. For this purpose, Tihar Jail authorities have sent a proposal to the Delhi Government to set up a school inside the jail, facilitating the inmates to resume their education.

"Education will be mandatory for the inmates between the age group of 18-21 years. They will be admitted in the school, if it materialises, and will continue their study," said the law officer of the jail Sunil Kumar.

He said the proposal has been mooted as per the Model Prison Manual drafted by the Centre, which states that

inmates should be provided education.

Presently there are about 1000 inmates in this age group. These inmates, after admission, would be exempted from their daily work, he said. As per the proposal, the inmates would resume their studies from where they have discontinued. The other inmates can take advantage of the facility also.

On targeting adolescent inmates, Kumar said that this is time when they can rectify and reform provided they get proper education. Presently, there is a National Open School operating inside the prison, which offers education for class-10 and class-12 levels, he said. As per the proposal, a full-fledged school would be started, which would be

supported by Delhi Government. A senior official of Education Department of Delhi Government said it was a good proposal, which was being considered.

There is also a nursery for the kids staying with their mothers who are serving imprisonment. Two NGOs are associated with imparting education for the kids in the jail here. As many as 38 kids under the age of six are pursuing education, Kumar said.

The jail provides basic books for the kids. Besides provision of special diets, these kids are taken on excursions regularly. Officials said that as soon as the kids cross six years of age, they are sent to residential schools for continuing study. The jail has sent about 400 kids during the last ten years. □

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## Recommendations of the 54th All India Adult Education Conference, Bhubaneswar (Orissa) (Feb. 16-18, 2006)

The 54th All India Adult Education Conference of IAEA which was held at Bhubaneswar (Orissa) from Feb 16-18, 2006 after 3 days of its deliberations including discussions in groups and presentation of papers by several delegates made the following recommendations : -

1. National Literacy Mission has set a target of achieving a sustainable level of literacy by the end of the 10th Five Year Plan. Adult Education now needs to be defined in a larger context to include the life improvement of the adults. Therefore there is need to redefine the goal and target of adult education in India. We need to march towards the global goal of life long education and ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills.

2. A large number of districts in

the country have by now entered the Continuing Education Stage. But the analysis of the functioning of CE programme in different States indicates a grim picture. Continuity of the programme for atleast the first five years needs to be ensured. Several projects in the country have suffered due to non-release or late release of funds. NLM needs to ensure that the CE programme is not allowed to suffer for want of availability of funds in the districts where it has been started. There is need to streamline the whole system of making funds available in time for a planned period to ensure continuity of the programme.

3. The Equivalency programmes, Quality of Life Improvement Programmes and Income Generating Programmes constitute very vital part of the CE programme. But these

aspects of the programme have not so far been implemented in a big way. These programmes which contribute to the improvement of quality of life of adults should be taken up on priority basis and made an essential ingredient of the CE projects/programme.

4. Adult Education Programme in the forms of TLCs, PLPs and CECs has by now made a dent on the problem of illiteracy and its impact is being felt. There is need to continue it for a longer period so that the fruits of these efforts are also not frittered away like that of the earlier programmes of adult education in the country. Funding of CE projects by Central Govt./State Govts. beyond five years of the operation of the CE projects needs to be reconsidered and provided for in the XIth Five Year Plan.

5. The programme of skill

development being implemented through Jan Sikshan Sansthan is a very important programme of improving the life of the disadvantaged and unorganised sector of the society. There is need to pursue the policy of setting up of one JSS in each district and the implementation of this skill development activity needs to be properly monitored and improved so as to ensure the coverage of the target group of adult education and upgrade quality of skills imparted so that the graduates of JSS find the skill useful in their life situations and can find a place in the competitive economy.

6. Investment in adult education yields much quicker results by improving the efficiency of the most productive age group of 15-35 to which the adult education programmes in India have been addressed. There is no gestation period. Investment in adult education by way of improving life skills and income generating skills of the adults of 15-35 age group will directly contribute to the development of the economy of the country. The Conference therefore suggests enhancing of the level of investment in this area substantially during the XIth Five Year Plan.

7. There exists a large disparity in the living and working conditions of the male and female population. Education and economic conditions are the two important factors which contribute to this disparity. Literacy rate is also one important indicator of the social and economic disparity. Though the

disparity between the literacy rate of men and women which was about 25 percentage points in 1991 has come down by 3 percentage points during 1991-2001, yet there is need to provide more educational and economic opportunities to women particularly women in rural areas and those belonging to backward sections of the Society. The programme of Accelerated Female Literacy in 8 districts of Uttar Pradesh implemented by involving genuine and willing non-Governmental agencies have shown excellent results. There is need to take up AFLPs in more educationally backward districts of the country on the model of AFLP of UP.

8. To raise economic status of women, it is essential to empower them through awareness of their rights and to educate them towards scientific temper and induce them to come out of social and religious superstitions. It is essential to provide them better living and working opportunities. CE programme comprising of functionality and awareness aspects of life improvement alongwith Jan Sikshan Sansthan can be an effective medium to raise economic and social status of women. It is therefore recommended that special CE projects for women in backward and tribal areas may be setup with hundred percent central funding. It will be appropriate to involve genuine and willing NGOs of the area in the implementation of these projects.

9. 2001 Census data on literacy

has indicated that there is wide variation in literacy rates of different states. While 11 States/UTs have already achieved literacy rate of over 75% and another 11 States/UTs are likely to achieve this target of NLM by 2007. There is need to focus attention on the 13 States/UTs which still have literacy rate below the national average of 64.8 percent. Even among these States, Uttar Pradesh, Bihar, Jharkhand and Jammu & Kashmir deserve special attention as these states are not at all likely to achieve the NLM target of 75% by 2007. There is need for laying special attention on taking up literacy and adult education programmes in these states.

10. An analysis of the implementation of CE Programmes in the Hilly Areas by the delegates at the Conference revealed that the criteria of setting up a CEC for about 2000 population in Hilly Areas is not practical. One CEC in Uttaranchal with scattered population covers about 8-9 Gram Panchayats where as in Kerala there are about 3 CECs in one Gram Panchayat. The Conference recommends that there should be atleast one CE Centre in each Gram Panchayat irrespective of the size of the population more particularly in the scattered areas of the Hilly regions.

11. Self Help Groups formed in different States/UTs have been found to be a very valuable institution in contributing to the

*contd on page 7*

# Valedictory Address of the 54th All India Adult Education Conference, Bhubaneswar (Orissa) by Shri Bhaskar Chatterjee

The valedictory address was delivered by Shri Bhaskar Chatterjee, Principal Secretary to the Govt. of Orissa and former Director General, National Literacy Mission, Government of India. Shri Chatterjee enumerated that when we moved through TLC, PLP to CEP, there were very few examples about how we can translate the concept of CEPs into actual ground-reality. He explained that we are now quite clear that we had moved on CEPs on the basis of probability. He said that CEPs are now implemented around the globe and are located world wide. He said that CE is a continuous and ongoing programme and it was therefore necessary to ensure its continuity over a longer period of time. He added that the future of the CE programme in India lies in practical implementation of different aspects of the programme at the field level. In this connection he made mention of the following three challenges, which need to be met:

1. The Unesco Report 2005-06 on Monitoring of Education For All (EFA) goals was mainly devoted to literacy goals. He elaborated and said that two out of six goals of EFA have focussed on Adult Education. He felt confident that in the preparation of the proposals for Education for the XIth Five Year Plan, Ministry of Human Resource Development will accord important priority to CE and that they will ensure long term, well founded and field rooted programme of CE in the next Five Year Plan.

2. The CEPs need serious understanding for effective implementation at the field level. He felt that some aspects of CE do not translate into action so easily and that CE needs much more maturity and understanding. He suggested that a CE centre can network with institutions at local level and that Self Help Groups (SHGs) are important institutions in this respect. He said that the purpose of CECs is to provide a platform for all development departments to organise their activities in an integrated manner at village level and to utilize their available resources for growth of the community. He said that population of 2000 was not the sole criteria for setting up a CEC. Centre's location should decide which area can be serviced by it more effectively. The role of prerak, SRC and JSS is very vital in improving the functioning of the CEPs. Training of preraks needs to be organized time and again. The SRCs have to improve the quality of training particularly of the field functionaries as well as preparation of teaching-learning material. The JSSs should devise new courses/programmes covering suitable trades and skills relevant to the needs of the people.

3. NGOs must come at the centre stage of the programme. They should be

asked to run CECs and Nodal CECs. There should be competition in the organization of CECs by different agencies. He suggested that Nodal CECs could be assigned to the Departments of Adult Continuing Education and Extension of various universities, NGOs, local industries and other local institutions. He felt that there was need to encourage local level commitment for Continuing Education programme. ■

## Bill to make education must soon, says Selja

A Bill to make education compulsory for all children below the age of 14 years will be tabled in Parliament soon. This is being done with a view to making the right to education a fundamental right.

This was stated by the Union Minister of State for Urban Employment and Poverty Alleviation, Ms Selja. She was speaking at the 21st convocation of Government College Sirsa.

As many as 1,320 students were given degrees on this occasion. The college Principal, Dr K.S. Yadav, welcomed the minister. OSD to Chief Minister K.V. Singh, DC Vimal Chandra and Superintendent of Police Ajay Singhal were present on the occasion. ■

## Sarva Shiksha gains not Reaching Marginal Social Groups, Disabled Children

Universalisation of elementary education through the Sarva Shiksha Abhiyan has not percolated to the marginal social groups (SCs/STs/OBCs and Muslims) and a sizeable section (nearly 40%) of disabled children. Besides the maximum overall dropout rate (20%) is after the completion of class V.

In an exhaustive survey, based on data collected from 87,874 households and conducted by IMRB commissioned by HRD ministry, it has been found that nearly 7% of children in the age group of 6-13 are out of school. In real terms, this means that 1.34 crore out of 19.4 crore children in this age category have not been to school. What is interesting about the survey is its analysis of out-of-school children among different social and disabled groups. Among all social groups the estimated percentage of children out of school is higher in

rural areas compared to urban areas. Muslims top the list in both the settings at close to 10%. 'Other' category comprising upper castes and the well-heeled has the least number (nearly 4%) out-of-school children. Out-of-school Muslim children in rural areas (12%) was the highest among all social groups.

However in case of other social groups - SCs and STs - there is a distinction in rural and urban areas. For instance, in rural areas the estimate of ST children out of school was the second highest, in urban areas the estimate of SC children out of school is the second highest. The estimate of ST children out of school in urban areas (4.21%) was lower than the national average for urban areas (4.34%). In the context of Muslims, the worst performing states/UTs are Bihar (over 28%), Daman and Diu (28%), Nagaland (16%), Uttar Pradesh (14%), West Bengal

(11%) and Manipur (10%).

The national average of ST children out of school is 9.54% and the states/UTs which have not done well include Manipur (nearly 21.5%), Daman and Diu (20%), West Bengal (16%) and Rajasthan (12%). Among SCs, while the national average of out-of-school children is 8.17% , states like Delhi (nearly 26%), Jharkhand, Bihar (both over 21%), Nagaland and Chhattisgarh and a few other have contributed to this mess in a big way.

The findings on the out-of-school children among the disabled reveals children with mental disability are the most out of school (47%) followed by speech disabled (42.5%) and hearing disabled (32%). The worse performing states/UTs are Lakshadweep (100%), Nagaland (87%), Sikkim (79%), Manipur (72%), Pondicherry (nearly 57%), Assam (55%) and MP (51%). ■

## Increase in Budgetary Support for Education

The Finance Minister has increased the allocation for education by a substantial 31.5 per cent, taking the total to Rs 24,115 crore. Much of this largesse - Rs 10,041 crore - will be spent on the ambitious Sarva Shiksha Abhiyan, launched in 2001, which envisions universal school enrolment and retention. The programme does appear to have picked up steam over the years, with the number of children not in school coming down to a crore. That, of course, is still too many children deprived of basic

education, and hopefully, the 5,00,000 new class rooms and 1,50,000 more teachers promised by Mr P. Chidambaram will see those numbers dwindling rapidly. A corresponding focus on both quality and retention is also required. The Finance Minister, in fact, has spent a substantial portion of his budget speech to provisions for education, and this primacy should translate into actual augmentation of efforts at the grassroots level. Allocations have been increased for the mid-day meal scheme - "the largest

school lunch programme in the world" - and a scheme for residential schools for SC, ST and OBC children. The Rs 3000 incentive at 18 years, for girl children enrolling in high school, should serve to bring more girls into the fold. The various increases in social sector spending on health and nutrition for children and women, including specific allocation for the Integrated Child Development Services scheme, play a crucial part in widening the primary education base. ■

## Shri Kashmiri Lal Zakir gets Padma Shri Award

Having an association of more than four decades, Shri Kashmiri Lal Zakir has been a pioneer in the field of Adult Education. He has authored more than 100 books including novels, Short stories, plays, travelogues, anthologies, and also books on adult education, workers education, environmental education and population education in Urdu, Hindi and Punjabi.

He has visited various East African Countries, Sri Lanka, Indonesia and Thailand on Unesco Fellowship for studying the programme of Adult And Non-formal Education, especially the preparation of learning materials for adult learners and industrial workers. He has visited Pakistan three times on invitations from literacy organizations on goodwill missions in 1988, 1989 and 1994. He also visited US and Canada on a sponsored invitation and participated in a number of literary functions from September 1999 to January 2000. Adopting simplistic methodology to drive his point home has been his forte. His novel 'Karmanwali' based on amity, brotherhood and national and emotional integration was adopted as a play by the National School of Drama and it gave more than hundred performances. He has been actively engaged in



promotion of literacy through mass-media like theatre, television and films.

He has been recipient of several prestigious awards. The prestigious National Ghalib Award by the President of India in 1986, in recognition of his meritorious service to the enrichment of Urdu Language. In December 1990, Pakistan conferred its very prestigious Nuqoosh Award for the same. He received the NLM Award for outstanding contribution in the field of Literacy and for preparing literature for the promotion of Mission Hindi-Urdu Sahitya Committee Awarad for 1993 was also bestowed upon him. He became the recipient of Rama Krishna Jaidayal Harmony Award in 1998. - Besides these,

he has received several other awards and honours for his books and writings. Union Territory, Chandigarh honored him on 15th August 2004 in recognitions of his long and consistent contribution to literature.

In recognition of Zakir Sahib's meritorious service in the field of literature, education and literacy, Government of India has conferred the most prestigious award of Padma Shri in the year 2006. IAEA felicitates him on this grand occasion and wish him long life. ■

## Meeting of the Executive Committee of IAEA

A meeting of the Executive Committee of the Indian Adult Education Association was held at Bhubaneswar on February 16th, 2006. It confirmed the minutes of the last meeting held at New Delhi on 6 Sept., 2005 and considered action arising out of minutes of the last meeting. The Report of the Activities of the Association for the year 2005 was presented. The Committee approved the Budget Estimates for the year 2006-2007 and future Plan of Action. ■

## Meeting of the Council of IAEA

A meeting of the Council of the Indian Adult Education Association was held at Bhubaneswar on February 17th, 2006. It confirmed the minutes of the last meeting held in Varanasi on December 26, 2004 and approved programmes of IAEA for 2006-07 and 2007-08.

### Important Notice

Dear Sir/Madam,  
If you find our periodical (Journals/Newsletter/Proudh Shiksha) useful and wish to get these continuously, kindly send your correct and complete address. In case of non-receipt of your address the periodical will not be sent to you. We shall feel obliged, if you could kindly arrange to send us your valuable suggestions to make our publications more useful.

Dr. Madan Singh  
(General Secretary)

# हरियाणा के छह जिलों में उतर साक्षरता अभियान चलेगा

नवसाक्षरों को जागृत कर सामाजिक बुराईयां दूर करने की तैयारी

केन्द्रीय मानव संसाधन विकास मंत्रालय ने हरियाणा के छह जिलों के लिए उतर साक्षरता अभियान चलाए जाने के प्रस्ताव को मंजूर कर लिया है। एक साल की अवधि वाले इस अभियान के लिए प्रत्येक जिले को लगभग एक करोड़ 10 लाख रुपए का अनुदान दिया जाएगा।

यह अभियान रोहतक, झज्जर, भिवानी, सिरसा, फतेहाबाद और कैथल जिलों में चलाया जाएगा। इस आशय का फैसला शास्त्री भवन में मंत्रालय के आला अधिकारियों और इन जिलों के उपायुक्तों एवं अतिरिक्त उपायुक्तों की बैठक में लिया गया।

सूत्रों के मुताबिक बैठक में मानव संसाधन मंत्रालय के सचिव, महानिदेशक सर्वशिक्षा अभियान एवं महानिदेशक राष्ट्रीय साक्षरता मिशन शामिल थे। अपने यहां पूर्ण साक्षरता अभियान चला चुके इन जिलों के

अफसरों ने मंत्रालय की बैठक में मंत्रालय के अधिकारियों के समक्ष उतर साक्षरता अभियान की कार्ययोजना पेश की जिसे मंजूर कर लिया गया। सूत्रों के मुताबिक बैठक में अधिकतर जिला अधिकारियों ने पूर्ण साक्षरता अभियान के तहत शिक्षा पाने वाले नवसाक्षरों को शिक्षित बनाए रखने के लिए उतर साक्षरता अभियान चलाये जाने पर जोर दिया। रोहतक के उपायुक्त रणबीर सिंह दूहन ने इस बात की पुष्टि की कि मंत्रालय ने इन सभी जिलों के लिए उतर साक्षरता अभियान को मंजूरी दे दी है।

श्री दूहन ने कहा कि अभियान के तहत न केवल नवसाक्षरों को अक्षरज्ञान से जोड़े रखने के लिए बल्कि कन्या भ्रूण हत्या, दहेज और अन्धविश्वासों जैसी सामाजिक बुराईयों को दूर करने के लिए एक बेहतर वर्कफोर्स के रूप में प्रयोग किया जाएगा। उन्होंने कहा

कि राज्य के अपेक्षाकृत खराब मानव संसाधन इंडेक्स को सुधारने के लिए इस तरह के सामाजिक अभियानों की खासी जरूरत है क्योंकि इनसे सामाजिक जागृति के स्तर में सुधार की काफी गुंजाइश रहती है। श्री दूहन ने कहा कि वे अपने जिले में उतर साक्षरता अभियान समाप्त होने के बाद सतत साक्षरता अभियान चलाने की भी पूरी कोशिश करेंगे।

उल्लेखनीय है कि हरियाणा के कई जिलों में 1995 में आई भयंकर बाढ़ के कारण पहले से चल रहे साक्षरता अभियानों पर काफी असर पड़ा था और उसके बाद वे नए सिरे से पूरी तरह आरंभ नहीं हो पाए। नए अभियानों की मंजूरी के साथ ही जिला प्रशासन स्वयंसेवी संस्थाओं के जरिए नवसाक्षरों को फिर से संगठित करने का प्रयास करेंगे।

## स्कूल न जाने वाले बच्चों की संख्या घटी

सर्व शिक्षा अभियान ने देश में साक्षरता की स्थिति को काफी बेहतर किया है। वर्ष 2001 में जब इस अभियान की शुरुआत हुई थी, तब से लगातार स्कूल जाने वाले बच्चों की संख्या में बढ़ोतरी हो रही है। वर्ष 2001 में 6 से 14 वर्ष आयु के स्कूल न जाने वाले बच्चों की संख्या 28.5 फीसदी थी, मगर सिर्फ पांच वर्षों के भीतर इसमें गिरावट आई है और ऐसे बच्चों की संख्या 6.94 फीसदी हो गई है। इस आयु वर्ग में स्कूल न जाने वाली लड़कियों की तादाद लड़कों के मुकाबले ज्यादा है। यह बात एक सर्वेक्षण में सामने आई है।

केन्द्रीय मानव संसाधन ने सर्व शिक्षा

अभियान का असर देखने के लिए सोशल एवं रूरल रिसर्च इंस्टिट्यूट ऑफ इंडियन मार्केट रिसर्च ब्यूरो (एस आर आई - आई एम आर बी) से एक राष्ट्रीय सर्वेक्षण कराया था। सबसे दिलचस्प परिणाम अनुसूचित जाति व जनजाति के बच्चों में देखने को मिले। इनमें स्कूल न जाने वाले बच्चों की संख्या सबसे ज्यादा थी। पांच वर्ष पहले अनुसूचित जाति के 31.87 प्रतिशत बच्चे स्कूल नहीं जाते थे। मगर सर्व शिक्षा अभियान के बाद ये घटकर 8.17 फीसदी रह गया है। यह अनुपात स्कूल न जाने वाले बच्चों के राष्ट्रीय औसत के बराबर है। यह तथ्य भी सामने आए हैं कि सबसे ज्यादा बच्चे कक्षा

पांच के बाद स्कूल नहीं जाते हैं, जिनकी संख्या 20.5 फीसदी है। साथ ही स्कूल न जाने वाले विभिन्न आयु वर्ग के बच्चों की दर में भी फर्क है।

मसलन 6 से 10 वर्ष के 6.1 फीसदी बच्चे स्कूल नहीं जा पाते हैं, मगर 11 से 14 आयु वर्ग के स्कूल न जाने वाले बच्चों की तादाद इससे ज्यादा यानी 8.56 फीसदी है। गौरतलब है कि सर्व शिक्षा अभियान सभी सामाजिक वर्ग के बच्चों के लिए समान शिक्षा सुनिश्चित करने के उद्देश्य से शुरू किया गया है। इसमें जरूरत के आधार पर जिलावार वार्षिक योजनाओं और बजट को निर्धारित किया गया है।

## Call for consultation on Education Bill

Emphasising the need to move towards a knowledge-based curriculum, private schools from across the country today called for consultation on the proposed Right to Education Bill.

Noting that there were a lot of things about the proposed Bill that were still unclear, and in some cases even a little "unfair" on the private schools, the conference of Federation of Independent Schools in the Capital saw schools demanding a wider consultation on the matter. Representatives from 400 schools and school boards from across the country attended the two-day conference. While stress was

laid on promoting fine arts amongst students, it was felt that regional languages should be given a more important role to play.

"One of the suggestions made at the conference was that English need not necessarily be the medium of study in schools. It could be just one of the subjects while a regional language could be the medium," said D.V.Sharma, General Secretary of the Council of Boards of School Education in India (COBSE).

The need to discuss the Right to Education Bill was one of the major points raised at the event, with schools pointing out loopholes and problem areas. ■

## Obituary

Shri Bhai Bhagwan, former Vice-President of Indian Adult Education Association (IAEA) passed away on 10th November, 2005. He was closely associated with IAEA and was given Nehru Literacy Award in 1989 for his outstanding contribution to the promotion of adult literacy for over three decades. He was our Vice President from 1990 to 1996, and was the Director of Adult Education, Rajasthan Vidyapeeth, Udiapur. He was also associated with a number of social, educational, cultural



and labour organisations and had the distinction of introducing Little Teacher Scheme in the Department of Community Centres of the Rajasthan Vidyapeeth for involving school students in adult and community education work. Bhai Bhagwan has written extensively on different aspects of adult education. He was editor of monthly journal 'Samaj Shikshan'. IAEA deeply mourns his death. ■

## Recommendations of the.....

*cont. from page 2*

development of rural areas particularly those of women folk. The Conference recommends that dissemination of the successful experience of the Self Help Groups in the area of Skill Development and Women Empowerment should be undertaken and that this forum should be extensively used in raising awareness and functionality aspects of adult women in rural and tribal areas. These groups should be provided economic incentives to make them more effective.

12. Role of Universities in Adult Education is very vital particularly in the field of extension work. The Adult Continuing Education and Extension Departments of Universities where they exist need to be assigned important role in designing, training, evaluation and monitoring modules of excellence in collaboration with the SRCs. Where ever these departments have been closed down, they should be revived and made functional.

13. The Conference recommends that the adult education programme is made a programme of the people and for the people. Commitment at the community level should be encouraged through local leaders, civil society and the genuine NGOs. Government should support the programme and ensure its efficient monitoring and evaluation through Panchayati Raj Institutions. ■

# Education Board to launch "National Open School System"

The Himachal Pradesh Board of School Education (HPBSE) has mapped out the launch of "National Open School Education System" in the existing government schools where 'study centres' would be set up for the convenience of the students who do not get time to study in regular classes.

Mr B.R. Rahi, Chairman of the H.P. Board of School Education, said the board had also planned to start coaching classes for All-India competitive entrance tests of PMT, PET and NDA free of cost immediately after the board examinations this year. The classes will be conducted in selected schools. The board has recently introduced a 'direct-interaction programme' under which the

students could interact with the Chairman over the phone and exchange their ideas and other complaints, which would help in restructuring the board's functioning, disclosed Mr Rahi.

Spelling out other schemes introduced recently, Mr Rahi claimed that the HPBSE was the first board in the country to allot 15-minute time to students in all board examinations to go through the paper in addition to the allowed time of three hours.

Besides, the board had also decided to conduct practical examinations of Matric, Plus I and II 10-15 days before the theory examinations in order to help the students get sufficient time after the examinations to prepare for competitive entrance tests of various professional degree

courses, informed Mr Rahi adding that the date-sheet for the examinations would be notified at least one-and-a-half months prior to the exam to enable students to prepare fully. He claimed that HPBSE was the first in the nation to declare results through nine media, including mobile phones.

Highlighting the significant achievements of the board, Mr Rahi said new curriculum for Plus I and II (science stream), classes 4th, 6th, 9th, 11th (arts and commerce) had been introduced on the pattern of the National Council of Education Research and Training (NCERT) from the last academic session. Besides 50 per cent scholarship rates had been enhanced for the students of various classes. ■



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TO

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## Non-formal education: HRD still has miles to go

Findings of the Programme Evaluation Organisation (PEO) on 27-year-old Non-Formal Education (NFE) have revealed that the Human Resource Ministry has miles to go to achieve its target. The Planning Commission's Programme Evaluation Organisation (PEO) which probed into the outcome of this scheme, said that "implementation of the scheme has not been satisfactory" due to failure of coordination between local bodies at the state-level.

The impact of the findings is expected to have wider implications at a time when the UPA Government has decided to lay a special focus on the social sector during the financial year 2006-07.

The scheme, which began in 1979-80 with 10 educationally backward States - Andhra Pradesh, Assam, Bihar, Himachal Pradesh, Jammu & Kashmir, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh and West Bengal - could not meet its targets.

The scheme was launched on

the premise that the school education cannot reach all students and 'a large and systematic non-formal education' was required to take care of 'school dropouts, children from habitations without schools, working children and girls who cannot attend regular schools'. Incidentally, while the scheme went on with 10 educationally backward States, later it also included urban slums, hilly, tribal and desert areas in other States and Union Territories.

But the PEO indicators suggest, according to HRD sources, that in its present form the NFE could not ensure quality primary education for out-of-school children.

The sources in the HRD also admit that in the present form the scheme would not "meet other targets and measures which the 'NFE was supposed to execute' as far as its 1992 agenda is concerned.

The findings point out that the scheme implementation

*contd on page 7*

## Women teachers have a major role in education: Arjun

Union Human Resource Development Minister Arjun Singh emphasized the role of women teachers in the learning process at the valedictory function of the "Education For All" programme organized at National Bal Bhavan in New Delhi. About 20 teams from across the country participated in the three-day programme on the theme "Every Child Needs a Teacher".

Speaking on the occasion, Mr. Singh laid special emphasis on the value of women teachers as they could play a major role in encouraging the girl child to continue their education. The Minister expressed satisfaction over the fact there was a decline in the number of non-school-going children after the "Education For All" programme was started a few years ago.

The children presented a cultural programme and also took a pledge to go to school regularly, inspire others to go to school, remove gender discrimination, conserve nature and make India a prosperous nation. □

## Order on marriage registration to apply to all religions: SC

The Supreme Court's directive on compulsory registration of marriages would apply to the people of all religious communities in the country and rules have to be framed by the Centre and states accordingly.

"We are of the view that marriages of all persons who are citizens of India, belonging to various religions, should be made compulsorily registrable in their respective states, where the marriage is solemnised," said the detailed judgement.

It pointed out with concern that only four states, Maharashtra, Karnataka, Himachal Pradesh and Andhra Pradesh, have so far enacted legislations pertaining to the compulsory registration of marriages, while no steps in this regard had been taken by other states. In Gujarat, the legislation passed by Maharashtra was applicable, it said.

It further said that registration of marriages was "compulsory"

under the Indian Christian Marriage Act, 1872. Under Section 8 of the Hindu Marriage Act, 1955, certain provisions existed regarding registration.

The court clarified that the legislative intent behind enacting Section 8 of the Hindu Marriage Act was apparent that the purpose of registration was to facilitate providing of proof of marriages by Hindus.

"However, it is left to the discretion of contracting parties to either solemnise the marriage before the Sub-Registrar or register it after performing the ceremony in conformity with the customary beliefs," the court pointed out.

Tracing the history of law regarding registration of marriages in Goa to the days of Portuguese rule, the court also recorded that Union Territory of Chandigarh, states of Tripura and Jammu and Kashmir had also enacted laws for registration of marriages by

Hindus under the Hindu Marriage Act.

By and large it was evident from narration of facts that many states though had framed rules regarding registration, but it had not been made compulsory by them by enacting a law, the court said. "If the record of marriage is kept, to a large extent, the dispute concerning solemnisation of marriages between two persons is avoided... non-registration affects the women to a great measure," the court said.

It clarified that the registration though could not be the only proof of "valid marriage per se, and would not be determinative factor regarding its validity, yet it has a great evidentiary value in the matter of custody of children, their rights and age of the persons agreeing to marry."

In these circumstances, the registration would be in the interest of the society, the court in its judgement concluded. □

## SC notices to Centre, states for ban on child labour

The Supreme Court issued notices to the Centre, states and Union Territories on a petition seeking complete ban on all forms of child labour and implementation of the policy of compulsory education to children between 6-14 years of age.

A Bench of Mr Justice K G Balakrishnan and Mr G P Mathur asked the Union Government and the states to submit their replies within six weeks.

A public interest litigation (PIL), filed jointly by three social

organisations, said that as per the policy of the Union Government all children up to the age of 14 years should be in schools. It said all efforts should be made to bring all 10 crore such children engaged in all sorts of labour, to schools.

Agreeing with the issue raised in the PIL, the Bench said after the constitutional Amendment made it a fundamental right chapter to provide education to children up to 14 years under Article 21A, no child labour was allowed and it was the duty of all

state governments to ensure education to all children. It was the duty of the state government to provide schools where they did not exist, the Court said.

Advocate Ashok Agrawal, appearing for petitioners, Social Jurist, HAQ-Centre for Child Rights and Shantha Sinha, Secretary-Trustee of M V Foundation, said child labour should be declared as negation of the fundamental and human rights guaranteed to all children under the Constitution. □

## The 2006 Global Monitoring Report demonstrates the complexities of measuring literacy

Nearly one-fifth of the world's adult population - 771 million adults - lack the basic literacy skills vital to improve their livelihoods, according to the EFA Global Monitoring Report 2006. But where does this number come from? Does it include migrant workers, nomads or refugees? And how accurate is it? The Report makes cross-national comparison of literacy using data compiled by the UNESCO Institute for Statistics (UIS). About two-thirds of the country statistics come from nationally-reported figures based on national censuses or surveys. UIS uses statistical models to provide estimates for the remaining countries. "The methods are not perfect but they are the best available," says Aaron Benavot of the Report team. It is difficult to compare national statistics as the definition of literacy and the way that data is compiled differs among various countries. A large majority conceives literacy as the ability to read and/or write simple statements in either a national or

indigenous language but there are numerous nuances to this. Another factor affecting the accuracy of the figure is that most countries compile data using conventional methods that do not actually test whether a person is literate. One common method is for respondents to subjectively state whether they are literate, or the head of household determines the literacy level for each family member. Another method uses completed years of schooling as a proxy for whether a person is literate or not. As a result, there has been a strong push over the past two decades to directly test literacy skills. Today, most experts prefer these alternative methods. "Direct assessments demonstrate that conventional evaluation methods often overstate literacy levels," says Benavot. According to the Report, in a conventional assessment conducted in Morocco, 45% of the respondents said they were

literate, yet only 33% could pass a simple reading test. Similar gaps are found in a number of countries. Using only direct assessments to monitor regional or global literacy is not yet an option. The problem is that direct assessments of functional literacy skills are not standardized and can be time-consuming. The good news is that an increasing number of countries such as Botswana, Brazil, China, Ethiopia, Ghana, Lao PDR and Nicaragua have designed literacy surveys that provide more accurate pictures. Also, UIS is currently developing a new data collection instrument called the Literacy Assessment and Monitoring Programme (LAMP), which aims to provide internationally-comparable literacy data of a higher quality based on a continuum of literacy skills rather than the traditional view of literacy as a dichotomy - that a person is either literate or illiterate. □

## Move to make education mandatory for Tihar inmates

In a bid to make the jail an institution for reform, Tihar Jail authorities have proposed to make learning mandatory for inmates. For this purpose, Tihar Jail authorities have sent a proposal to the Delhi Government to set up a school inside the jail, facilitating the inmates to resume their education.

"Education will be mandatory for the inmates between the age group of 18-21 years. They will be admitted in the school, if it materialises, and will continue their study," said

the law officer of the jail Sunil Kumar.

He said the proposal has been mooted as per the Model Prison Manual drafted by the Centre, which states that inmates should be provided education. Presently there are about 1000 inmates in this age group. These inmates, after admission, would be exempted from their daily work, he said.

As per the proposal, the inmates would resume their

studies from where they have discontinued. The other inmates can take advantage of the facility also.

On targeting adolescent inmates, Kumar said that this is time when they can rectify and reform provided they get proper education. Presently, there is a National Open School operating inside the prison, which offers education for class-10 and class-12 levels, he said. □

## Empower poor via education: Rahul

In his maiden speech on the Budget in the Lok Sabha, Congress MP Rahul Gandhi made an impassioned plea for making education a tool for turning the aspirations of the students of the country into reality.

Mr Gandhi's intervention focussed on the need for a thorough overhaul of the educational system to remove mismatch between the skills imparted in schools and colleges and the market demand.

Driving home his contention that education was no guarantee for a job, he said a student in Manipur he had met during one of his trips to the North-East, was a university topper but without a job.

In his brief five-minute speech, which was received by Treasury

Bench members with frequent thumping of desks, Mr Rahul Gandhi said the education system should not be judged by the number of graduates churned out but the percentage of those getting jobs.

He said the situation was changing fast, ever since the UPA government was formed, as it more than tripled the allocation for the Sarva Shiksha Abhiyan and mid-day meal schemes.

Pointing out that student enrollment had gone up by over 3.9 million, he said, "This is nothing short of a revolution." The significant aspect of this was that more than 50 per cent of these covered the most populous but poor states of Uttar Pradesh and Bihar, he said.

The very fact that several students were taking more than ten years to complete primary education showed there was a need for improving "quality and accountability", he said.

He said India was fast becoming a global power and taking advantage of this, the country should be turned into a hub for higher education.

The US and Britain alone earned Rs 50,000 crore from overseas students and India could have a major share of this by offering quality education, he said.

"Let us revive the Nalanda and Vikramshila traditions," he said, recalling the period when India was the torch-bearer of quality higher education centuries ago. □

## Illiterate parents can go to school - Karnataka

This is the mother of all programmes: educating illiterate parents for free. The Mass Education department along with Sarva Shiksha Abhiyan will conduct classes for illiterate parents of out-of-school children during the Chinnara Angala programme. Chinnara Angala, a two-month bridge course held twice a year, aims at bringing drop-outs back to the mainstream. "Since Chinnara Angala is mostly held in government schools, we have taken a decision to educate parents along with their children.

While SSA teachers will concentrate on students, mass education volunteers will cater to

adults," SSA project director Rajkumar Khatri said. As the bridge course extends up to 100 days in areas where drop-out rate is high, accommodation will be provided to students and their parents in government schools.

"Since most parents are daily wage workers they would otherwise not be interested in literacy. There are two incentives: A common venue for the entire family to get educated and no fixed timing for classes," mass education director Nagambika Devi said. The initiative aims at optimising the resources already created through Sarva Shiksha Abhiyan by extending the facilities

to uneducated adults.

As per the March 2005 Child Census, there are 1.05 lakh out-of-school children in the state. The 2001 census show that only 66.65% are literate in the state.

Every bridge course will have at least two volunteers -preraks and upa preraks - to hold classes for adults. "If majority of the parents decide that they want the classes in the evenings, we will start night schools," she said.

The department is also conducting short 18-day literacy and livelihood camps in slums, where semi employed parents can not only become literate but also enhance their skills. □

## Don't commercialise education: Shekhawat

The Vice-President, Bhairon Singh Shekhawat urged educational organisations not to commercialise education but play a vital role in dispelling the darkness of illiteracy from the country.

Speaking at the inaugural function of Vidya Sanskar School at Bhopani village in Faridabad district, Mr. Shekhawat said that despite tremendous progress made by the country in all spheres of development, there were still 35 crore illiterates and 26 crore people living below the poverty line. While describing the efforts to educate the poor and the deprived as a big challenge, he called upon the people to ponder over the issue to meet this challenge. He added that only education could provide a dignified life. "No one should

remain illiterate due to poverty," he asserted. It had been observed that generally poor children failed to get admission in good educational institutions. The basic aim of the school, which he was inaugurating, would be served only if the students hailing from even adjoining villages got education there. The Vice-President said that if India wanted to emerge as an economic power in the 21st century, it would have to bridge the gap between the poor and the rich. Education should be based on human values, he added.

He also expressed concern over the commercialisation of health services saying that while better health services were being provided at the AIIMS, one had to pay heavy fees to get health services at private institutes.

The Haryana Governor, A. R. Kidwai, said that it was because of the education policy formulated after the freedom of the country that India was progressing in this sector and the scientists as well as engineers were of high intellect. The country had also made tremendous progress in Information Technology. "We would have to follow the international norms to make India an economic power in the 21st century", he added. The Governor of Mizoram, A.R. Kohli, who is also the Chairman of the Vidya Education Society, said that education must include moral values, rich traditions, sound character and interest in sports. The Haryana Chief Minister, Bhupinder Singh Hooda, was also present at the ceremony. □

## HRD plan for madrasa students

The new mantra of Union Human Resource Development Minister Arjun Singh is to connect madrasa students with mainstream through distance education. The job to enroll maximum madarsa students has been entrusted to National Institute of Open School (NIOS), which is known as IGNOU for secondary and higher secondary education.

According to sources, NIOS was chosen because of two reasons: It has course content in Urdu and its examination system is highly flexible. "Students can clear examination in nine attempts

over a period of five years. We also provide the facility of taking examination on three days every week for a small price," an official said. Students are not being forced to take up NIOS courses. Rather, it is an option for those willing to adopt conventional education along with religious courses.

Work on the dream project aimed at improving madrasa education has already started in two most populated Muslim states - Uttar Pradesh and Bihar. Officials said the response is encouraging. "Students are talking up our courses on formal and vocational education," an official

said.

Though over 7,000 students are enrolled for Urdu medium courses, officials say, the actual number of Muslim students would be higher as many take courses in other languages also.

So far, only a few districts have been covered. All the districts will be covered in the next two years, in three to four phases. "In the first phase the most populated Muslim districts like Darbanga and Samastipur have been selected," an official said.

Plans are afoot to initiate similar projects in other states with high Muslim population. □

## लड़कियों की शिक्षा सबसे अच्छा निवेश : डॉ समर्स

अमेरिका की सबसे पुरानी और प्रतिष्ठित यूनिवर्सिटी हार्वर्ड के प्रेजिडेंट लॉरेस समर्स ने कहा कि लड़कियों की शिक्षा पर खर्च निवेश की तरह है। इस निवेश में जितना फायदा है, उतना किसी में नहीं। एम्स में खचाखच भरे जवाहर लाल नेहरू ऑडिटोरियम में श्रोताओं को संबोधित करते हुए डॉ. समर्स ने कहा कि आम लोगों की सेहत के प्रति अपनी जिम्मेदारी से सरकार भाग नहीं सकती। उनके व्याख्यान का विषय था 'रिफ्लेक्शंस ऑन मेडिसिन एंड ग्लोबल पब्लिक हेल्थ'। उल्लेखनीय है कि डॉ. समर्स अतीत में अपने

इस बयान के लिए बहुत विवादास्पद हो चुके हैं कि विज्ञान व गणित विषयों में पुरुषों की तुलना में महिलाओं में आधी बुद्धि होती है।

डॉ. लॉरेस ने कहा कि 21वीं सदी 'ग्लोबल हेल्थ' के नजरिए से महत्वपूर्ण है। इस साल को इतिहास में 300 साल बाद भी दो महत्वपूर्ण घटनाक्रमों के लिए याद किया जाएगा। पहला तो दुनिया में विकासशील देशों के उदय की वजह से और दूसरा जीवन विज्ञान के क्षेत्र में क्रांतिकारी प्रगति के लिए।

डॉ. समर्स ने कहा कि लड़कियों की

शिक्षा में निवेश रचनात्मकता, स्वास्थ्य, परिवार नियोजन और पर्यावरण की सुरक्षा के लिए किया जाने वाला निवेश साबित होगा। उन्होंने सामाजिक विकास को आर्थिक विकास के समान माना। प्रेस कॉन्फ्रेंस में उनसे तीसरी दुनिया के देशों में सेहत से मुनाफा कमाने की सरकारी मंशा के बाबत पूछा गया। उन्होंने कहा कि गरीब मुक्तों में यह बहुत ही संवेदनशील व गंभीर मामला है। योजना बनाने वालों को इस बात पर खासा ध्यान देना चाहिए कि गरीब इलाज से वंचित न रहें।



### केंद्रीय विद्यालय संगठन

केंद्रीय मानव संसाधन विकास मंत्रालय ने अपनी महत्वपूर्ण एकल कन्या मुफ्त शिक्षा योजना को केंद्रीय विद्यालय संगठन में लागू कर दिया है। मंत्रालय ने इस बारे में जारी अपने नोटिफिकेशन में कहा है कि यह योजना 1 जनवरी 2006 से लागू की गई है। इसके तहत देश के 919 केंद्रीय विद्यालय में 6 से 12 वीं कक्षा की शिक्षा एकल कन्या को मुफ्त दी जाएगी।

गोरतलब है कि मानव संसाधन विकास मंत्रालय की इस योजना को सीबीएसई ने अक्टूबर 2005 में एक सर्कुलर जारी करके

### के स्कूलों में एकल कन्या मुफ्त शिक्षा प्रणाली लागू

लागू करने की बात कही थी। सीबीएसई ने अपने सर्कुलर में कहा था कि सीबीएसई के तहत आने वाले सभी शिक्षण संस्थानों को 10वीं और उच्च कक्षाओं में एकल कन्या को निःशुल्क शिक्षा देना जरूरी होगा।

लेकिन इस नोटिस के बाद मालचा मार्ग स्थिति कारमेल कानवेंट स्कूल ने अदालत में याचिका दायर कर इस पर रोक लगाने की मांग की थी। अदालत ने याचिका पर सुनवाई करते हुए इस सर्कुलर के क्रियान्वयन पर रोक लगा दी थी। स्कूल ने इस सर्कुलर को गैरकानूनी और गैरसंवैधानिक

बातते हुए अदालत में इसके खिलाफ अर्जी दी थी। सीबीएसई ने एक सर्कुलर में अपने सभी संबंधित स्कूलों को निर्देश दिया था कि एक एकल कन्या को उच्च स्तर तक मुफ्त शिक्षा प्रदान करें या तो स्कूल इस आदेश का तुरंत प्रभाव से पालन करें या फिर एक अप्रैल 2006 से इसे मानना आवश्यक होगा। इस मामले में कारमेल कानवेंट ने अपनी याचिका के जरिए स्कूल ने सरकार पर संविधान की धारा 30 के उल्लंघन का आरोप लगाया था।



### प्रधानी ने जगा दी पढ़ाई की ललक

यदि मन में लगन और इच्छाशक्ति हो तो पढ़ाई-लिखाई में न उग्र बाधक होती है और न काम या जिम्मेदारी का बोझ। तभी तो राजपुरा की सीतादेवी बेगू की प्रधान बनने के बाद दसवीं की परीक्षा दे रही हैं और उस पर खास बात यह कि उनका बेटा विकास भी 10वीं कक्षा का नियमित छात्र है।

राजनीति और विद्यार्थी की दोहरी भूमिका

निभा रहीं 35 वर्षीय सीतादेवी धाकड़ इन दिनों राजस्थान स्टेट ओपन स्कूल की दसवीं कक्षा की परीक्षा दे रहीं हैं। यहां से करीब 110 किलोमीटर दूर कपासन में स्थित परीक्षा केन्द्र पर पेपर दे रही हैं। हालांकि पूरी तैयारी के अभाव में वह गत दिनों संस्कृत का पेपर नहीं दे पाई। इसका उन्हें रंज है। प्रधान जैसे महत्वपूर्ण पद से राजनीति में आई सीतादेवी को अभी भी

अपने पैतृक गांव राजपुरा के घर में चौके-चूल्हे के साथ पांच भैंसों, एक गाय और दो बैलों की देखरेख और खेती की संभाल भी करती है। पंचायत समिति में आकर तकरीबन रोजना आकर राज-काज को अंजाम देना उनकी आदत में शुमार हो चुका है और इन्हीं सब के बीच वह पढ़ाई के लिए भी दो-तीन घंटे निकाल लेती है।



## SUSTAINABLE EDUCATION AND WOMEN EMPOWERMENT

A two day South Zone Conference on Sustainable Education and Women Empowerment was organized by the South India Regional Committee (SIRC) of All India Council of Mass Education & Development (AICMED) in Collaboration with The Department of Adult & Continuing Education and Rural Institute of Social Education (RISE) Tirupati. The conference was inaugurated by the Hon'ble Vice Chancellor. Prof. Dr. S. Jayarama Reddy Garu and delivered the inaugural address. In this inaugural address, he emphasized that the education is needed throughout the life i.e. from cradle to grave in order to overcome the problems of illiteracy, dependence, ignorance, poverty, etc. He also stressed the need for women's education which will empower women and become self-sustaining, self-supportive and sustainable. Dr. Agarala Eswara Reddy Formerly Speaker, A.P. Legislative Assembly and President, MAIPA presided over the session. In his Presidential Address, Dr. Reddy highlighted the women's role in the society and call for education of women so as to become independent and participate in the legislative and administrative process of the country. Prof. Arabinda Bhattacharya, Treasurer, AICMED was the Special Invitee. Sri. D. Ramakrishna, Prof. M.C. Reddeppa Reddy President and

Secretary, SIRC (AICMED) respectively and Dr. P. Adinarayana Reddy, Director, Dept. of Adult and Continuing Education were present.

Theme paper of the conference was presented by Prof. M.C. Reddeppa Reddy, Director, Dept. of Adult and Continuing Education and the Director of the Conference. He has thrown light on various concepts of sustainability, sustainable development and livelihoods, need for sustainability, steps involved in sustaining the educational programmes, factors influencing the sustainable education, Learning Opportunities, Techniques relevant for sustainable education. Further, In his paper, he has described the status of women, causes for their poor status and the areas to empower women.

Five Technical Sessions were held on the following themes:

1. Education and Women's Empowerment
2. Non-Formal Education and Sustainable Education
3. Women and Social Groups
4. Strategies for Sustainable Education and Women Empowerment
5. Ways and Means of Sustainable Education

Prof. K. Venkata Reddy, Formerly Professor of English and Principal, SK University,

Anantapur in his valedictory address, emphasized the need for organizing this type of seminars and conferences which will create awareness among women about their rights, protections and programmes. These type of awareness programmes would lead to empowerment of women. Prof. Dilip Mukhopadhyaya, Formerly Registrar, Viswa -Bharti, Santhiniketan (WB) was the guest of honour and congratulated the organizers for choosing the appropriate theme, drawing the participants from the different organizations viz., Government, Non-Government, University, Social Workers etc., boosting the morale of the administrators, peoples representatives, social workers/activists through excellency awards. □

### Non-formal education.....

*cont. from page 1*

suffered due to inadequate involvement of local community, village education committee and the Panchayat Raj institutions.

Lack of success with girls has been another area where it has failed. Attendance at girls' centres and number of women functionaries in the programme have been noticeably low, said the outcome review.

Low over all coverage of the scheme - it covers less than 10 percent of the out-of-school children - also points to the scheme's persisting failure. □

## A.H. Khan gets recognition and National 'SPIRITUAL AND VALUE EDUCATION (SAVE) AWARD, 2006'.

Azmat Hussain Khan (AH Khan), Secretary Inter-Faith Forum and senior member National EC of Indian Adult Education Association, New Delhi, in his recognition and outstanding contribution in the field of spiritual and value based education from micro to macro levels received the National 'SPIRITUAL AND VALUE EDUCATION (SAVE) AWARD, 2006'. Mrs. Winpeg Moyo, Counsellor/Head of the Chancellor, Embassy of Zimbabwe congratulating him gave this prestigious award on 13th March, 2006 on the premises of India International

Centre, New Delhi on the auspicious occasion of spiritual and value education (SAVE) day celebrations 2006. The participants on this occasion were senior academics, spiritual and religious leaders belonging to different religions and faiths, bureaucrats, former Union Ministers including Shri Sahib Singh Verma, Mrs. Urmila Bahan Patel and Shri Jagmohan etc., Diplomats from some other countries including Dora Kotesa, Head of Chancery, Yuganda, Vice Chancellors and representatives of educational institutions and NGOs from different states of India. All participants facilitated him on this great occasion for his

noble achievement.

The Court of Governors of the Welfare Oriented Weltanschauung (WOW), Indian Institute of Ecology and Environment (IIEE) and the World Institutions Building Programme (WIBP) awarded the certificate in the light of his positive attitude and approach-a-need of the hour with special reference to present situations of the World. It was sponsored by the International Association of Educators for World Peace (IAEWP), an NGO affiliate of United Nations - ECOSOC, DPI, UNESCO, UNICEF and UNCED.



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

TO

### *Literacy: the core of Education for All - UNESCO*

2006 EFA Global Monitoring Report focuses on literacy, one of the most neglected of the six goals adopted in 2000 by 164 countries at the World Education Forum in Dakar (Senegal). Yet literacy is a human right and at the core of Education for All. Literacy skills are essential in today's knowledge societies, conferring benefits on individuals, communities and nations.

Literacy's crucial role in achieving each of the other five EFA goals may also provide a key to improving the lives of millions of people living in extreme poverty, and

especially women.

#### **A holistic approach to Education for All**

Five years after 164 countries agreed on the Dakar Framework for Action, it is time not only to assess progress towards the Education for All goals but also, importantly, to remember that the Framework is not concerned only with universal primary education and gender parity (which are also two of the Millennium Development Goals) rather, it consists of a set of six goals that, taken together, embrace a holistic

concept of educational development. And yet, since 2000, mostly attention has been devoted to the three EFA goals that concern the extension and improvement of formal elementary education systems, namely: universal primary education (goal 2); gender parity (goal 5, the theme of the 2003/4 Report – especially important now, as its first target date was 2005); and, more recently, educational quality (goal 6, the theme of the 2005 Report). The other three EFA goals (goals 1, 3 and 4) have been relatively neglected.

### *CBSE gets SC notice on school affiliations*

The Supreme Court has issued a notice to the CBSE on a petition challenging a Delhi High Court order upholding CBSE regulation requiring 'No Objection Certificate' from states for grant of affiliation to private and unaided schools.

The notice was issued by the Bench of Justice K G Balakrishnan and Justice P P Naolekar on an appeal filed by Independent

Schools Federation of India (ISFI) against the December 09, 2005 order of a Division Bench of the High Court which reserved a Single Judge's order on the issue.

ISFI counsel Ravi Prakash Gupta urged the apex court to stay the order on the ground that the final disposal of the matter might take unduly long time. If the impugned judgment was not

stayed then hundreds of schools would be deprived of being affiliated to CBSE which would harm the interest of education, he argued. However, the court did not pass any interim order in the case.

समय बरबाद मत करो, क्योंकि  
जीवन उससे ही बना है ।

## Literacy Scenario in Low Literacy States of India 2001

2001 census results indicated that 22 States/UTs of the country achieved literacy rate of above the national average of 64.84 percent. Eleven of them had literacy rate of above 75 percent. Among the 13 States/UTs having literacy rate below the national level, problem of illiteracy in terms of numbers was particularly high in States of Andhra Pradesh, Bihar, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh and Jharkhand. Literacy scenario in these states has been analysed and the size of the problem of illiteracy among the adult population of the age group 15-35 has been identified.

The following table gives data on literates, illiterates and literacy rate of the population aged 7 years and over for the above 7 states.

Table - 1: Literacy rate and illiterates of age group 7 and above in low literacy states- 2001.

The above data indicates that about 60 percent of the total illiterates (304 million) of the country reside in the above 7 states with Uttar Pradesh and Bihar alone having 31 percent of the total illiterates.

Sl. No.	Name of the State	Literacy Rate	Literates (Millions)	Illiterates (Millions)
1	2	3	4	5
1.	Uttar Pradesh	56.3	75.7	58.9
2.	Bihar	47.0	31.1	35.1
3.	Andhra Pradesh	60.5	39.9	26.1
4.	Rajasthan	60.4	27.7	18.2
5.	Madhya Pradesh	63.7	31.6	18.0
6.	Orissa	63.1	19.8	11.6
7.	Jharkhand	53.6	11.8	10.2
	Total	57.2	237.6	178.1

Sarva Siksha Abhiyan is mounting all efforts to cover all the children of the age group 6-14 throughout the country. Special attention is being paid to enrol all the unenrolled children of this age group. 86th Constitution Amendment Act 2002 to make elementary education a Fundamental Right for the children of the age group 6-14 has been passed. Follow up legislation with detailed mechanism to implement this act is under consideration of the Govt. National Literacy Mission is required to make efforts to eradicate illiteracy in the age group of 15-35. Total number of illiterates of the age group 15-35 in the country according to 2001 census was 100.7 millions. Literacy rate in this age group was 71.03 percent at the national level. 14 States/UTs had literacy rate of above 80 percent for age group of 15-35 in 2001. Another 9 states had

literacy rate of above the national average of 71 percent. Of the 12 States/UTs having literacy rate below the national average, number of illiterates in the 5 States/UTs of Arunachal Pradesh, (1.25 lakh), Dadar & Nagar Haveli (6.32 lakh), Jammu & Kashmir (12.94 lakh), Meghalaya (2.30 lakh) and Assam (29.07 lakh) was altogether less than 5 million. The remaining 7 states had over 60 percent of the total illiterates of the age group 15-35 of the country as may be seen from the following table:

Table -2: Literacy rate and illiterates of age group 15-35 in low literacy states - 2001

Of the 61 million illiterates of the age group 15-35 in the 7 States, 41 million forming 67.2% were female.

Sl. No.	Name of the State	Literacy rate	Literates (in Millions)	Illiterates (Millions)	
1	2	3	4	5	
				Total	Female
1.	Uttar Pradesh	60.5	31.5	20.5	13.6
2.	Bihar	51.5	12.9	12.1	7.7
3.	Andhra Pradesh	66.4	17.9	9.0	5.9
4.	Rajasthan	66.4	12.1	6.1	4.5
5.	Madhya Pradesh	69.0	13.7	6.1	4.3
6.	Orissa	69.5	8.7	3.8	2.6
7.	Jharkhand	58.7	5.0	3.5	2.4
	Total	62.5	101.8	61.1	41.0

*...if the mountain does not come to Mohammed, then Mohammed must go to the mountain. Why should not education go from door to door, say, if a ploughman's boy cannot come to education why not meet him at the plough, at the factory, just wherever he is?*

-Swami Vivekananda

## *Arjun for quality, affordable higher education*

Refraining from mentioning the issue of reservation in higher education, Union Human Resource Development Minister Arjun Singh instead chose to speak on the need for opening the portals of universities and colleges to all "eligible youth in the country".

The minister, who has maintained a stoic silence on the issue of reservation following the ruckus that ensued his utterances on quota for OBCs, has called upon stakeholders in the education sector to ensure that "no eligible youth in the country is denied the opportunity of stepping into the portals of colleges and universities or other institutions of higher learning".

His concern stems from the fact that despite approximately 350 universities and equivalent institutions and over 17,000 colleges, less than 10 per cent of youth have access to higher education. This figure, he said, does not convincingly

tell us about the deprivation of those who are marginalised.

Speaking at the inaugurating the two-day national conference on "Deemed to be universities: role and responsibilities", the minister said the process of enrolling all "should be done without compromising with the quality of teaching and education".

Mr Arjun Singh pointed out that there were concerns about issues of access, quality, equity and relevance in the education sector and deemed universities had an important role to play in this regard.

Referring to the issues to be discussed during the deliberations, the minister said issues of governance of institutions were as relevant as the issues of achieving academic excellence. Autonomy in institutions in relation to the

government was as critical as autonomy of academics in relation to the governance structures within institutions, he said.

He noted that the ultimate objective that must drive managements is that of delivering high-quality education, which is accessible and affordable to all, on a par with the best any where.

The Chairman of the University Grants Commission, Prof Sukhdeo Thorat, called on the participants to deliberate on the subjects threadbare, as higher education was a powerful tool to build knowledge base society of the 21st century.

The two-day conference was attended by about 200 Chancellors and Vice-Chancellors/Directors of the institutions declared as deemed universities. □

## *'Health, education must for nation's progress'*

Health and Education are two important factors for growth said Lok Sabha Leader of Opposition LK Advani, while inaugurating a hospital at Kaushambhi.

Speaking on the occasion, Mr Advani said Yashoda Medical Care would provide medical services to the needy population of this area. Presently our country was a world leader in the medical field, he added.

Many foreigners are visiting our country for treatment and many tour operators were conducting medical tours, he said. This is a very positive sign for the growth of the country,

added the Leader of the Opposition. Mr Advani inaugurated the multi-speciality Yashoda Medical Care. It may be noted that Yashoda is equipped with latest infrastructure in all the specialities. It would cater to the medical needs in parts of trans-Yamuna Delhi, Ghaziabad, Noida, Vasundra, Vaishali, Indrapuram and Sahibabad.

Speaking on the occasion, MD of the hospital Dr. Dinesh Arora said, "Yashoda is expected to fulfill the expectations of the public at large."

## *Bharat Jyoti Award*

Certificate of Excellence presented to Dr. G.H. Mir, Jammu & Kashmir for Meritorious Services, Outstanding Performance and Remarkable Role in Rehabilitation & Improvement in quality of Life of deserving Orphans, Extension Education and Social Work by Dr. Raghuvir Singh Kadian Hon'ble Speaker of Haryana Assembly at a Seminar on Economic Growth & Integration at New Delhi on 6th May 2006.

## *Mothers manage best: Govt Mid-day meal scheme*

The Human Resource Development Ministry is revamping its mid-day meal scheme to provide a proactive role for women.

Under its revised scheme the ministry plans to make village women or self help groups manage the programme. The rationale being that mothers would make the best regulators and quality managers since the scheme is for their children.

"The effort is to decentralize the entire scheme till the lowest level," an official explained. As of now, education officers or gram panchayats monitor the scheme in nine lakh schools.

The ministry intends to ask the states to identify women groups in each village to monitor the scheme and ensure that children

get minimum nutrition of 300 calories.

Officials say, the women's model has succeeded well in Uttaranchal and Jharkhand. In these states mothers cook food and as a group, called '*Saraswati Vahini*', monitor the scheme. "We will ask other states to follow these models," the official informed. The revised model was discussed with representatives of 13 states. It would come up before the cabinet within a month. "Most states are willing to give village women a prominent role in the mid-day meal scheme," an official said.

The revised format has proposed to increase the Centre's contribution to states from Rs. 1 per student to Rs. 1.50 per student in view of inflation, an official said.

To make the scheme far

reaching, the ministry has proposed infrastructure building having permanent kitchens in each school. To start with, about a lakh schools would be covered in the current fiscal. Each school would get Rs. 60,000 from the ministry for a full-fledged kitchen.

"We have the money since the Planning Commission has given us an additional allocation of Rs. 2,000 crore for the current financial year," an official informed. The ministry expects about 50,000 more schools to be covered by schemes of other ministries like the Rural Development and the Panchayati Raj. The ministry also approved annual programmes of seven states namely Chattisgarh, Haryana, Himachal, Kerala, Mizoram, Madhya Pradesh and Tripura.

## *Delhi Government sanctions grants to organisations*

The Delhi Government has sanctioned grant to a number of organisations associated with it. Chief Minister Sheila Dikshit held a meeting of the executive committee of Delhi Kalyan Samiti and sanctioned grant for these organisations. Press Club of India and Indian Women's Corps would get an amount of Rs 25 lakh and Rs15 lakh respectively. Press Club of India has been sanctioned grant for its building construction and also for promoting its activities, whereas Indian Women's Corps has been sanctioned grant for purchase of equipment for its Research Centre

and upgrading conference facilities.

The Harijan Sevak Sangha, a non-profit voluntary organization founded by Mahatma Gandhi in 1932, is engaged in activities and programmes for welfare of weaker sections including SCs and OBCs.

Gandhi Ashram Campus at Kingsway Camp is the headquarters of Harijan Sevak Sangha since 1932. Keeping in view its contribution in bringing about social change and contribution to civil and human rights, it has been sanctioned a grant of Rs 50 lakh as a very special case.

The amount would be utilised

for replacement for defective sewer lines and construction of roads and storm water works in the Campus and furtherance of other activities of Harijan Sevak Sangha.

The Vinayak Blind Women Welfare Society has been sanctioned an amount of Rs 8.5 lakh for providing professional training like typing, shorthand and computer operator and purchase of equipments. The NGO has 32 candidates residing in its complex. The National Bal Bhawan would be released an amount of Rs 14 lakh in connection with youth festival-Young Visionary.

## Education board relaxes NOC norm for pvt schools

In a major concession to over 85 percent of the total private schools in the state, the HP Board of School Education has decided to relax the condition making it compulsory for school managing committees to seek NOC from the Education Department.

In an interview with The Tribune here today, Board Chairman B.R. Rahi said the schools that had been granted recognition by the Education Department up to 1997 would now be exempt from the condition of getting an NOC before seeking affiliation from the board.

Such private schools will only need to furnish a copy of the permission granted by the Education Department to the board to fulfil this condition.

Till 1997, recognition from the Education Department had to be

sought to run a private school. This system was later replaced by affiliation from the school board.

The private schools set up after 1997 or not recognized by the Education Department will however, have to furnish an NOC from the Education Department to the board.

Mr. Rahi further clarified that there was no condition of granting affiliation by the board to new applicants only if the school was set up beyond 2-3 km from the government institutions.

"This could, however, be a condition of the Education Department before giving the NOC," he said.

Private school managements have been up in arms on the condition of NOC made mandatory by the board for both existing and new schools to seek affiliation.

After a delegation of private school managements met board officials last week, the last date for furnishing the NOC was extended.

Private school managing committees had pointed out that only 5 percent of the total schools fulfilled the condition of NOC.

The condition of NOC is one of the 35 conditions recently circulated by the board for seeking affiliation. Private schools have also been stopped from indulging in any commercial activity on the campus.

Mr. Rahi said the board had been receiving complaints that parents were being fleeced by certain school management by asking them to buy stationery and uniform from shops in schools.



## Don't delay hiring full-time teachers for varsities:

### HRD

Don't delay hiring full-time teachers for varsities: HRD Contract jobs might be the order of the day but colleges or universities resorting to this practice had better watch out. The HRD ministry is contemplating serious action against universities if full-time teachers under UGC pay scales are not appointed.

Education secretary Sudeep Banerjee said, "We are exploring various possibilities to rein in this practice. UGC could stop funding and if need be even courses can be de-recognised."

Sources say that though the

practice has become common throughout the country, it is most rampant in Maharashtra. It is believed that for years, the state government has been disregarding pleas of universities and teacher associations for full-time faculty.

Banerjee says the ministry is adopting a holistic approach to the problem. To deal with complaints from universities that there are not enough Ph.D holders in the country, the ministry has set up a committee under Planning Commission member BC Mungekar. "We want teachers to get UGC salary," Banerjee says.

सिर्फ सही जगह पर सही बात कहना ही संवाद की कला नहीं, बल्कि उत्तेजना के क्षणों में मौन रहना भी कला है ।

While ministry officials admit part of the problem is due to the bad financial position of states, they feel even otherwise paying teachers is not the top priority of states.

Meanwhile, UGC has written to the registrar of universities and state secretaries asking them to have "regular faculty at the earliest possible".





(Estd. : 1939)

भारतीय प्रौढ शिक्षा संघ

17-बी, शफीक स्मानक, इण्ड्रप्रस्थ एस्टेट, नई दिल्ली-110 002

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Dr. Madan Singh  
General Secretary

## For IAEA Members only

No. IAEA/LMS/215/2006

10 July, 2006

To,

All Members of the Association.

Sub.: Review of the Membership rolls.

Dear friend,

IAEA is going to review its entire membership rolls. IAEA does not possess information about the members who have died or changed their place of residence or office. Many members have given C/o addresses.

It is also decided to issue Identity Cards to the members valid for 10 years. IAEA will charge a sum of Rs. 50/- for preparing and sending the Identity Card to the members.

We are sending enclosed herewith a Membership Verification Form to be filled and signed by the Member itself. It is requested that this form duly filled in may kindly returned to us along with 2 passport size photographs and 1 photograph pasted on form in order to correct our membership rolls latest by 31st August 2006 failing which it will be presumed that you are not interested in continuing your membership or you are not interested in giving your correct whereabouts.

Kindly note that in such case it will not be possible for IAEA to correspond with you as a member.

With regards,

Yours sincerely,

(DR. MADAN SINGH)

Encl. One (As above)

**FOR IAEA MEMBERS ONLY**  
**INDIAN ADULT EDUCATION ASSOCIATION**  
**NEW DELHI**

**MEMBERSHIP VERIFICATION FORM**

Passport Size  
Photograph

Specimen Signature

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

Dear Sir,

I am a member of the Indian Adult Education Association and hereby submit the desired information for verification and issuance of Identity Card. I am still active and engaged in Adult Education Activities and wish to continue to be member of Association.

1. Name Mr./ Mrs./ Miss/Dr. : \_\_\_\_\_
2. Age : \_\_\_\_\_ Date of Birth \_\_\_\_\_
3. Academic Qualifications : \_\_\_\_\_
4. Profession : \_\_\_\_\_
5. Complete Mailing Address : (a) Office : \_\_\_\_\_  
Street \_\_\_\_\_ Village/city \_\_\_\_\_ PO \_\_\_\_\_  
District \_\_\_\_\_ State \_\_\_\_\_ Pin \_\_\_\_\_  
(b) Residence : Building's Name \_\_\_\_\_ H.No. \_\_\_\_\_  
Street / Mohalla \_\_\_\_\_ Village/city \_\_\_\_\_ PO \_\_\_\_\_  
District \_\_\_\_\_ State \_\_\_\_\_ Pin \_\_\_\_\_
6. Telephone Nos.  
(Office) : STD Code \_\_\_\_\_ Tele Nos. \_\_\_\_\_  
Fax \_\_\_\_\_ E-mail \_\_\_\_\_  
(Resi) : STD Code \_\_\_\_\_ Tele Nos. \_\_\_\_\_  
Fax \_\_\_\_\_ E-mail \_\_\_\_\_ Mobile \_\_\_\_\_
7. Adult Education Activities : \_\_\_\_\_  
\_\_\_\_\_
8. Any other relevant information : \_\_\_\_\_

9. Choice of one Journal which may be sent to your free for cost along with Newsletter (Tick any one at No. 1 & No. 2)
1. Indian Journal of Adult Education (English Quarterly)
  2. Proudh Shiksha (Hindi Monthly)
  3. IAEA Newsletter (English Monthly)

Address at which the Journal should be sent : Residential / Office

10. Amount Paid **Rs. 50/-** for Identity Card

D.D. No. \_\_\_\_\_ Date \_\_\_\_\_ Bank \_\_\_\_\_

I am enclosing herewith two passport size photographs.

Place \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

**Verified by**

(ONLY IAEA Members are eligible to verify the information given)

1. Signature \_\_\_\_\_ 2. Signature \_\_\_\_\_

Name & Address ( In BLOCK LETTERS)

Name & Address ( In BLOCK LETTERS)

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Membership No. \_\_\_\_\_

Membership No. \_\_\_\_\_

**FOR OFFICE USE ONLY**

1. Name of the Regional Branch \_\_\_\_\_
2. No. \_\_\_\_\_ Date \_\_\_\_\_ Amount \_\_\_\_\_
3. Membership No. \_\_\_\_\_
4. Date of intimation to the applicant \_\_\_\_\_
5. Date of Issuance of Identity Card \_\_\_\_\_

## तकनीकी शिक्षा से आएगी समृद्धि :

हुड्डा

वर्तमान युग तकनीकी शिक्षा का युग है और इस प्रतिस्पर्धा के युग में जिस देश में जितनी ज्यादा तकनीकी शिक्षा का बोलबाला होगा, वह देश उतना ही समृद्ध होगा। यह बात हरियाणा प्रदेश के मुख्यमंत्री भूपेन्द्र सिंह हुड्डा ने ३.१३ करोड़ रुपए की लागत से बनने वाले तकनीकी शिक्षा विभाग के भवन की आधारशिला रखने के उपरांत आयोजित समारोह को संबोधित करते हुए कही।

उन्होंने कहा कि आज दुनिया इतनी छोटी हो गयी है कि बी.ए. तथा एम.ए की डिग्रियों की कोई अहमियत नहीं है और ऐसी कठिन परिस्थितियों में विद्यार्थियों के लिए एकमात्र तकनीकी शिक्षा ही उनके भविष्य का आधार बन सकती है। उन्होंने कहा कि चार वर्षों में हरियाणा देश का एक नम्बर का प्रदेश बनकर उभरेगा। उन्होंने कहा कि पहले तकनीकी शिक्षा में पढ़ने वाले बच्चों की ३७ प्रतिशत प्लेसमेंट थी और अब यह बढ़कर ५० प्रतिशत हो गई है। इसमें और अधिक गुणवत्ता लाकर हम इसे १०० प्रतिशत तक करेंगे। उन्होंने कहा कि तकनीकी शिक्षा का प्लान बजट वर्ष २००५-२००६ में २९ करोड़ रुपए से बढ़ाकर ५० करोड़ रुपए किया गया था और वर्ष २००६-०७ में यह बढ़ाकर ६० करोड़ कर दिया गया है। उन्होंने कहा कि तकनीकी शिक्षा का प्रसार वर्तमान परिस्थितियों में अति आवश्यक है क्योंकि इसके प्रसार से जहां रोजगार के अवसर बढ़ते हैं, वहीं औद्योगिकीकरण एवं तकनीकी शिक्षा के विकास में भी और अधिक योगदान मिलता है।

## पढ़ाने -लिखाने से बेफिक - सिर्फ वोट बैंक की फिक

मदरसों को सर्व शिक्षा अभियान के तहत

लाने में उग्र सबसे पीछे

विभिन्न राजनीतिक दल मुसलमानों के वोट बटोरने के लिए चाहे उन्हें चांद लाकर देने का वादा करते रहे हों, लेकिन जमीनी हकीकत ठीक इसके उलट है। केंद्र सरकार के आकड़ों से पता चलता है कि कई राज्यों में मुसलमानों में शिक्षा के प्रचार-प्रसार के लिए बहुत कम काम हुआ है। नतीजतन मुसलमान देश के सबसे कम शिक्षित समुदायों में शामिल हैं। सीनियर सैकंड्री स्कूल स्तर पर सिर्फ १.५ फीसदी ग्रामीण और ४८ फीसदी शहरी मुसलमान बच्चे पढ़ रहे हैं।

अल्पसंख्यकों को शिक्षित करने में राज्यों के पूर्वाग्रह से ग्रस्त रवैये को देखते हुए केंद्रीय मानव संसाधन मंत्रालय ने मदरसों को शिक्षा प्रणाली की मुख्यधारा में लाने के लिए कड़ाई से काम करने का फैसला लिया है। दिलचस्प बात यह है कि उत्तरप्रदेश ने भी मदरसों को सर्व शिक्षा अभियान में शामिल करने में कोई खास दिलचस्पी नहीं दिखाई है। राज्य में करीब १६ हजार मदरसे हैं। इसके विपरीत सिर्फ पांच सौ को सर्व शिक्षा अभियान के दायरे में लाया गया है। महाराष्ट्र में करीब २६ सौ मदरसे हैं, लेकिन वहां तो इस दिशा में प्रक्रिया ही शुरू नहीं हुई है।

अल्पसंख्यक शिक्षा पर गठित राष्ट्रीय निगरानी समिति ने भी अपनी रिपोर्ट में कहा है कि उत्तरप्रदेश और बिहार में राज्य सरकारों के रवैये से अल्पसंख्यक

समुदायों को अपेक्षित लाभ नहीं हो रहा है। ये राज्य अभियान के तहत आवंटित धन का उचित इस्तेमाल तक नहीं कर रहे हैं। मानव संसाधन राज्य मंत्री मोहम्मद अली अशरफ फातमी ने बताया कि बिहार में चार हजार मदरसे हैं। इनमें से २२०० को सर्व शिक्षा अभियान में शामिल कर लिया गया है। कश्मीर में सिर्फ ५० मदरसे हैं। ये सभी अभियान के तहत आ चुके हैं। कर्नाटक और आंध्रप्रदेश में साढ़े चार हजार मदरसे हैं जिनमें से ७० फीसदी अभियान के तहत आ चुके हैं। मध्यप्रदेश में तीन हजार मदरसे हैं। वहां इस दिशा में तेजी से प्रगति हो रही है।

क्या है केंद्र की नीति : केंद्र सरकार की नीति के तहत देश के सभी मदरसों को सर्व शिक्षा अभियान में शामिल किया जाना है। वर्तमान में साढ़े सात हजार मान्यता प्राप्त मदरसों को अभियान में शामिल किया जा चुका है। तीन हजार एक सौ गैर मान्यता प्राप्त मदरसों को शिक्षा की गारंटी योजना अतिरिक्त कक्षाओं, नई इमारतों, पाठ्य सामग्री, प्रयोगशालाओं और कम्प्यूटरों की व्यवस्था करने की है।

*Victory attained by violence is tantamount to a defeat, for it is momentary.*

*Mahatama Gandhi*

भारती जोशी को पी.एच.डी.



देवी अहिल्या. विश्वविद्यालय ने कु. भारती जोशी को समाज विज्ञान संकाय (मनोविज्ञान) में प्रस्तुत शोध प्रबंध 'इन्दौर जिले की सतत शिक्षा परियोजना 'अग्रसर' में प्रेरकों के व्यक्तित्व एवं प्रशिक्षण का कार्य संतुष्टि पर प्रभाव का अध्ययन' विषय पर पी.एच.डी. की उपाधि प्रदान की है।

उन्होंने यह शोध कार्य डा० सरोज कोठारी, विभागाध्यक्ष, मनोविज्ञान विभाग, शासकीय नूतन कन्या स्नातकोत्तर महाविद्यालय के निर्देशन में किया।

**सर्व शिक्षा अभियान**

ग्राम विकास एवं सामाजिक बदलाव केंद्र द्वारा सर्व शिक्षा अभियान के तहत ७ दिनों तक चलने वाले आओ स्कूल चले हम अभियान का उद्घाटन किया गया। बदलाव केंद्र के प्रबंध निदेशक अनिल कुमार के मुताबिक इस दौरान बच्चों खासकर लड़कियों को शिक्षा से जोड़ने की रणनीति तैयार की गई है।

केवल दो कमरे, दो शिक्षक और कोई छात्र नहीं। यह एक बी एड कॉलेज। एक अन्य कॉलेज पर गौर करें-गाय और भैंस बांधने का कमरा क्लास रूम दिखाया गया है और वहां कोई सुविधा नहीं है। यह भी बी एड कॉलेज है और उसे बकायदा नेशनल काउंसिल फॉर टीचर्स एजुकेशन यानी एनसीटीई ने मान्यता दी हुई है।

हाल ही में मेरठ, बरेली, जौनपुर और बुंदेलखंड के कुछ कॉलेजों का निरीक्षण किया गया तो ऐसी ही हालत पाई गई। इन जबरदस्त गड़बड़ियों की शिकायत उ.प्र. प्रदेश के राज्यपाल टी. वी. राजेश्वर ने अपने एक पत्र में केन्द्रीय मानव संसाधन विकास मंत्री अर्जुन सिंह से की है। उन्होंने एनसीटीई के अलावा ऑल इंडिया काउंसिल फॉर टेक्निकल एजुकेशन (एनसीटीई) के कामकाज पर भी सवाल उठाया है। इन दोनों काउंसिल को देश में बीएड और टेक्निकल संस्थाओं को मान्यता देने की जिम्मेदारी है। राज्यपाल के गंभीर आरोपों के बाद मान्यता की नीति की समीक्षा के लिए केन्द्र सरकार ने उच्च स्तरीय बैठक बुलाई।

राज्यपाल ने उक्त पत्र १३ अप्रैल को अर्जुन सिंह को लिखा था। पत्र में

कहा गया है कि मैंने इसी महीने १० अप्रैल को विभिन्न वाइस चांसलर्स का सम्मेलन बुलाया था। सम्मेलन में कई बातें सामने आई हैं जोकि चौंकाने वाली हैं। एआईसीटीई की मान्यता देने और सीटें बढ़ाने की अनुमति देने की नीति बड़ी अजीब है। एक संस्थान को जुलाई में सीटें प्रदान की गईं और तीन महीने बाद ही बिना किसी अन्य निरीक्षण के सीटें बढ़ा दी गईं। दूसरी तरफ एनसीटीई के कामकाज का तरीका तो और भी निराला है। वहां तो किसी संस्थान को बीएड कॉलेज के रूप में मान्यता देने से पहले किसी तरह का निरीक्षण ही नहीं किया जाता। हाल ही में इस तरह के १४६ कॉलेजों की मान्यता तो केवल मेरठ यूनिवर्सिटी में ही रद्द की गई है। निरीक्षण में पाया गया कि अगर कॉलेज में १०० छात्र हैं तो कम से कम ७ शिक्षक, अवश्य होने चाहिए लेकिन अधिकतर कॉलेजों में शिक्षकों की संख्या ५ से भी कम थी। कई शिक्षक तो ऐसे भी निकले जिनके नाम एक से अधिक कॉलेजों में पाए गए। राज्यपाल ने यह भी कहा है कि ये दोनों काउंसिल केन्द्र सरकार द्वारा संचालित हैं और जिन्हें ये सही करार दे देते हैं, संबद्ध यूनिवर्सिटी को उन्हें अपने साथ जोड़ना ही पड़ता है।

**Literacy arouses hopes, not only in society as a whole but also in the individual who is striving for fulfilment, happiness and personal benefit by learning how to read and write. Literacy....means far more than learning how to read and write...The aim is to transmit...knowledge and promote social participation.**

Unesco Institute for Education, Hamburg

## *Mother's name to be included in all certificates*

The Delhi Cabinet in a meeting here today has given its nod for inclusion of the mother's name in all documents and certificates to be henceforth issued by Government of Delhi. The Cabinet has also approved putting women empowerment programmes under its Mission Mode Fast Track mechanism, policy for partnership with NGOs in the management of Department of Social Welfare's institutions and a comprehensive business model for the Institute of Liver and Biliary Sciences.

The Chief Minister Ms Sheila Dikshit said that the decisions relating to inclusion of mother's name in all certificates, application forms and documents would, in fact, be a befitting step towards empowerment of women. Henceforth, voters I-cards, driving licenses, ration cards, school certificates, birth certificates, death certificates and disability certificates cutting across all sectors and departments would also include mother's name.

Particulars of both father and mother in the documents would help in establishing the identity of the person concerned in a more specific and pointed manner.

She said that her government is providing top priority to all women's empowerment schemes including 'Stree Shakti' program. Expanding 'Stree Shakti' program under Mission Mode would revolutionise the entire concept of women empowerment and hence become instrumental in reaching the un-reached women and girl children.

The goals of the Mission Mode includes reduction in neo-natal and infant mortality rates, reduction in maternal mortality rate, reduction in practice of female foeticide, access to formal and non-formal education, completion of secondary and high school of all girls enrolled, better work conditions for women in the unorganized sector and livelihood opportunities and minimum wages. Every woman would be issued a Stree Shakti Card.

Ms Dikshit said that her government, while taking cue from the success of different government schemes being implemented with people's participation under the 'Bhagidari Yojna', has now decided to encourage partnership with NGOs in management of institutions run

by the Department of Social Welfare. The Government has also noticed appreciable achievements of partnership projects with NGOs in various institutions in the past.

The Department of Social Welfare is running 45 institutions relating to children, women, beggars, handicapped and aged persons.

She said that the inmates of such homes would be much benefited on account of such partnership. The Department would also be benefited on account of cost saving, better and flexible management, convergence of resources and prompt services to inmates in time.

The Cabinet has also approved a Business Model for the Institute of Liver and Biliary Sciences. Vasant Kunj, which is to be a world-class facility to provide a modern setup for dedicated research and advance training as well as diagnosis and treatment. A comprehensive business model has been developed on the basis of a Detailed Project Report (DPR) prepared in October 2004. The institute would be self sufficient in nine years, the CM said.

## **Court restrains schools from interviewing kids Asks schools to formulate alternative mechanism for admissions to pre-nursery, nursery classes**

The Delhi High Court on Wednesday restrained public schools in the Capital from subjecting children and their parents to interviews for admissions to pre-nursery and nursery classes.

Passing the order, a Division Bench comprising Justice Vijender Jain and Justice S.N. Aggarwal said, "No public schools will call children and their parents for interviews for admissions to pre-nursery and nursery classes without the permission of the Court."

The Bench passed the order when Ashok Aggarwal, counsel for parents of three nursery school children who have challenged in an appeal a Single Judge Bench judgment of the

Court dismissing their petitions seeking a ban on interview of children and their parents for admissions to the two classes, submitted that despite the Court earlier saying "no" to the practice, the schools were going ahead with it.

The Bench gave the last opportunity to the Action Committee of Recognised Unaided Schools, an association of private unaided schools of the Capital, to devise an alternative method for granting admissions to these classes.

Their appeals will now come up for hearing on July 26.

The Bench had earlier warned that if the Committee failed to agree on an alternative mechanism, the Court would pass appropriate orders.

Mr. Aggarwal had earlier submitted that the Committee could make use of the draw of lots method for these admissions, as the Delhi Government-run schools here select poor students for admissions under the freeship scheme by that method.

The Court had in 2004 also sought the assistance of the Attorney-General of India, Milon Banerjee, and the people in general to decide the appeals in the matter.

Justice S.K. Kaul had in January 2003 rejected the petitions seeking a direction to debar schools in the Capital from subjecting parents as well as their wards to interviews for admissions to these classes.



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## At highway launch, PM makes case for road sense

STRESSING the arterial role played by infrastructure in development, Prime Minister Manmohan Singh today called upon the country to reform its record on road sense. "We Indians behave with great courtesy at home and with our family and friends. But, sometimes, when we go out we leave these good manners at home. On the road we lose control of our good senses. Why should this be so?" he said at the launch of an elevated highway in Bangalore.

"I think we must ask ourselves why can't we be more polite to each other, more caring of each other, more respectful of each other. Building modern roads and driving modern cars is not the end all and be all of progress. Good road manners and adherence to road discipline are equally important," he said.

"People must learn road manners. How to give way to

pedestrians, how to observe normal rules while overtaking, how to park and when not to blow a horn. These are simple rules, but their observance makes a lot of difference to our daily lives."

The Prime Minister laid the foundation stones for two key infrastructure projects for the city – an elevated 9.8 km mixed corridor highway for speedy access between Bangalore and its IT nerve centre, Electronic City, and the Bangalore Metro rail project.

"Some people wrongly pose the question of development as a conflict between city and village. This is a false notion. No country can develop if its villages do not develop. Roads and highways are the means to achieving it," Singh said. "We will certainly see greater demand for rapid transport between projection centres and markets. We will also see greater demand for rapid transport

between closely located urban centres. Our existing road system does not yet cater to these kinds of demands," he said.

In a veiled message to the Karnataka government and former Prime Minister HD Devegowda, the Prime Minister said he did not see a contradiction between the development of Bangalore and the rest of Karnataka. "Some people try to divide our people by pitting one against another in the development debate. This is wrong. India cannot develop if only a few benefit. We want both our urban and rural areas to develop," the Prime Minister said at the launch of the Bangalore metro rail project.

"It would not be an exaggeration to say that the software earnings from Bangalore and other cities actually keep our balance of payments in a comfortable zone, even in these days when our oil imports are rising," he said.

कोई बात ऐसे सीखो जैसे कि आपको अमर रहना है और इस तरह जियो कि जैसे आप कल ही मरने वाले हैं।

## बदल सकती है बुनियादी शिक्षा की तस्वीर

इस साल ४७ हजार नए प्राथमिक स्कूल खोलेगी केंद्र सरकार

सरकारी कोशिशें कामयाब हुई तो बुनियादी शिक्षा के मामले में अगले साल देश की तस्वीर कुछ और होगी। इसके लिए केंद्र सरकार ने उन दस राज्यों को अपने एजेंडे पर खासतौर से लिया है, जिनमें अभी भी स्कूल न जाने वाले बच्चों की संख्या सबसे ज्यादा है। स्थिति को पूरी तरह काबू में करने के लिए ही केंद्र ने इस साल ४७ हजार प्राथमिक विद्यालयों को खोलने का फैसला किया है।

नए स्कूलों को खोलने का सबसे ज्यादा फायदा बिहार को होगा, जहां अभी भी लगभग २० लाख बच्चे ऐसे हैं, जिन्होंने अभी तक स्कूल का मुंह नहीं देखा है। स्कूल न जाने वाले बच्चों की यह संख्या देश में अन्य राज्यों की तुलना में सबसे अधिक है। इस गंभीर स्थिति को देखते हुए ही केंद्र सरकार ने सर्वशिक्षा अभियान के तहत इस साल कुल नए खुलने वाले ४७ हजार प्राथमिक विद्यालयों में से अकेले बिहार में ही १५ हजार विद्यालयों को खोलने का फैसला किया है। इसके साथ केंद्र सरकार इस साल राज्य में ८२२ उच्च प्राथमिक स्कूल भी खोलेगी। सूत्रों के अनुसार बीते साल बिहार में दो बार हुए विधानसभा चुनावों में लागू आदर्श चुनाव आचार संहिता के चलते राज्य में शिक्षा की स्थिति में कोई ठोस सुधार ही नहीं हो पाया, इसलिए उस पर ज्यादा ध्यान दिया जाना जरूरी हो गया है।

उत्तर प्रदेश ने हालांकि प्राथमिक शिक्षा के क्षेत्र में बीते सालों में अच्छा काम किया है, लेकिन बीते साल पंचायत चुनावों के चलते नए स्कूल भवनों और अतिरिक्त कक्षा

के निर्माण जैसे मामलों में आपेक्षित प्रगति नहीं हो सकी। राज्य में ६-१३ वर्ष की आयु वर्ग के लगभग आठ प्रतिशत बच्चे अभी भी स्कूल के बाहर हैं, जबकि इस मामले में राष्ट्रीय औसत ६.९४ प्रतिशत है। इस स्थिति के मद्देनजर केंद्र ने उत्तर प्रदेश में इस साल २८०० प्राथमिक विद्यालय खोलने का लक्ष्य तय किया है। राज्य में उच्च प्राथमिक के छात्रों के लिए भी संसाधन बढ़ाना ज्यादा जरूरी है। लिहाजा केंद्र सरकार सर्वशिक्षा अभियान के मद से ही राज्य में ४००० नए उच्च प्राथमिक विद्यालय खोलेगी।

सरकारी आंकड़ों के अनुसार देश में स्कूल न जाने वाले बच्चों के राष्ट्रीय औसत ६.९४ प्रतिशत की तुलना में बिहार लगभग १७ प्रतिशत, झारखंड में १०.८८ प्रतिशत, मध्यप्रदेश में ८.६३ प्रतिशत, उत्तर प्रदेश में ८.१५ प्रतिशत, उत्तरांचल में ७.४७ प्रतिशत और पश्चिम बंगाल में ८.६७ प्रतिशत बच्चे स्कूल से बाहर हैं। चूंकि बुनियादी शिक्षा में झारखंड की स्थिति अच्छी नहीं है, लिहाजा केंद्र ने वहां के लिए भी इस साल ६४५० नए प्राथमिक विद्यालय और १८५० नए उच्च प्राथमिक विद्यालय खोलने का फैसला किया है। पंजाब, हरियाणा, दिल्ली और हिमाचल प्रदेश ऐसे राज्य हैं, जहां स्कूल न जाने वाले बच्चों की संख्या राष्ट्रीय औसत से भी कम है। पंजाब में २.८७ प्रतिशत, हरियाणा में ४.५१ प्रतिशत, दिल्ली में २.९८ प्रतिशत और हिमाचल में ०.५४ प्रतिशत बच्चे ही स्कूल नहीं जा रहे हैं। पंजाब और हिमाचल में तो केंद्र से मदद की दरकार ही नहीं रह गई है।

## शिक्षा में बड़ी भूमिका अदा करेंगे "शिक्षा मित्र"

कम्युनिटी और स्कूलों के बीच 'शिक्षा मित्र' कड़ी की भूमिका अदा करेंगी। जिससे शिक्षा में तेजी से जागरूकता आ सके। शिक्षा के क्षेत्र में आई खाई को भरने के लिए शिक्षा मित्र ही भरपाई कर सकती है। यह विचार राइट एजुकेशन टास्क फोर्स के अशोक अग्रवाल ने रोहणी में आयोजित समारोह में व्यक्त किए। उन्होंने कहा कि सरकार की लापरवाही के कारण आज तक कोठारी कमीशन लागू नहीं किया जा सका। १९६६ में शिक्षा को नई दिशा देने के लिए केन्द्र सरकार ने कोठारी कमीशन लिया था। इसके बाद १९६८ और १९८६ में तीसरी बार कोठारी कमीशन को रिवाइज किया गया लेकिन लागू नहीं किया जा सका।

उन्होंने बताया कि सरकार के रवैये के कारण ही १९६६ के बाद प्राइवेट स्कूल के मुकाबले सरकारी स्कूल शिक्षा के मामले में पिछड़ते गए। समारोह में भाग लेने आए लोगों को दिल्ली नगर निगम के पार्षद विजेन्द्र गुप्ता ने संबोधित करते हुए कहा कि शिक्षा के क्षेत्र में हो रहा व्यावसायीकरण बंद होना चाहिए। आज शिक्षा के क्षेत्र में सरकार जहां करोड़ों रुपए खर्च कर रही है वहीं परेशानी घटने की बजाए व्यवसायीकरण तेजी से बढ़ता जा रहा है। गुप्ता ने कहा कि शिक्षा के लिए सभी को समान अवसर मिलना चाहिए तभी शिक्षा की खाई को कम किया जा सकता है। इस अवसर पर दिल्ली नगर निगम के शिक्षा विभाग की उप-निदेशिका सुश्री इंदिरा यादव, डा. किरण वालिया, मुझकन दूबे पूर्व विदेश सचिव प्रो. नन्दनी, प्रो मधुप्रसाद सहित कई लोगो ने अपने विचार प्रस्तुत किए।

## Poor response to child malnutrition

A recent report on malnutrition by the United Nations Children's Fund drew attention to the worsening crisis of malnutrition among Indian children. They account for one-third of the world's malnourished children, with a shocking 47 per cent malnutrition rate. Now, the World Bank has published a report that provides details of the characteristics of malnutrition in States across India and the effectiveness of the programmes set up to address this problem. This report says undernutrition with micronutrient deficiencies alone may cost the country \$2.5 billion annually owing to lowered productivity. Efforts at targeting malnutrition have been in place for several decades and India has the world's largest development programme, the Integrated Child Development Services (ICDS). But the reach of the ICDS has been inadequate, and it has had only limited success. India's progress in reducing malnutrition over the last decade has been much worse than the record of other countries with comparable socio-economic indicators. Unless efforts are greatly stepped up, the country is unlikely to meet one of the United Nations' Millennium Development Goals - halving the number of underweight children by 2015. What is worrying is that despite economic growth, the levels of undernutrition are very high, intensified by inequalities across regions and groups; the worst affected are girls and the most marginalised among the rural poor, including Scheduled Castes and Scheduled Tribes. In six States - Maharashtra, Orissa, Bihar, Madhya

Pradesh, Uttar Pradesh, and Rajasthan - half the children are underweight. Undernutrition, which includes protein-energy malnutrition and micronutrient deficiencies such as iron deficiency, Vitamin A deficiency, and iodine deficiency, is also endemic and has not declined much in the second half of the 1990s. It is clear that the current policy response to this crisis is skewed and inadequate.

The Food Insecurity Atlas of Rural India, a valuable initiative of the M.S. Swaminathan Research Foundation and the World Food Programme, has pointed out that where child and maternal malnutrition, including micronutrient deficiency, co-exists with high levels of food supply, more attention needs to be paid to food delivery strategies and direct nutritional intervention. The World Bank report also underscores this, finding a mismatch between ICDS intentions and implementation. For instance, not enough attention is paid to child feeding practices, education and counselling for mothers, and service delivery is not sufficiently focussed on children below three. Given the Central Government's proclaimed intention to expedite the expansion of the ICDS and other national nutritional initiatives, the focus for all stakeholders must be on identifying the most important determinants of malnutrition and urgently improving the quality of nutrition delivery to the most vulnerable segments of the population.

## Request to Members of IAEA

With a view to update the particulars of IAEA Members (Annual/Life) and to prepare database for printing of Electoral Roll for elections of the IAEA Executive, Council and supplying IAEA monthly Newsletter etc., members were requested through registered letters and IAEA Newsletter to send their particulars on prescribed format. Unfortunately many members are yet to respond. Those members who have not submitted their duly filled in prescribed format for their membership are requested to kindly send the same soon.

Those members (excepting those who are receiving this newsletter, as they have already submitted such formats), who have yet not submitted their membership information on the prescribed format are once again requested to kindly do so and retain their membership for sending newsletter, etc. and for restoring the eligibility of voting rights for the subsequent elections of the IAEA. Copy of the proforma published in the issue of May-June, 2006 Newsletter, duly filled in may be sent so as to reach this office latest by September 30, 2006

## Youth must participate in Panchayati Raj Institutions: Aiyer

Giving a clarion call to revitalise the Panchayati Raj institutions, the Union Minister for Panchayati Raj and Youth Affairs, Mr Mani Shanker Aiyer, asked the youth to participate in it in a big way.

He regretted the non-involvement of the youth in the Panchayati Raj institutions and highlighted the need to make the local bodies independent and financially strong.

He said the youth have to take the initiative and avail of the opportunity instead of waiting for government to act for their welfare.

The Minister was speaking at the inauguration of a two-day state level convention of the representatives of the Panchayati Raj institutions and 'Yuva Mandals' of Haryana.

He regretted that while the people criticized the government for its failures, they did not come forward to participate in the decision making process by staying aloof from these institutions.

'Individual may go to the secretariat at Chandigarh if he had some personal work, but not for issues that involved the community development programmes', he said.

He said the youth should not only create an awareness among the people of the village, but should take part in every meeting

of the Gram Sabha or village panchayat, to keep a track of the development programmes.

"If you don't question or demand anything, how will the government come to know what ought to be done", he asked.

Accepting that there were still gaping holes in the implementation of the Act, he emphasized the need to delegate more rights, funds and authority to the Panchayati Raj institutions.

He exhorted the elected members and the youth clubs to take up the challenge and work with unity. He also added that the menace of corruption and social problems like female foeticide could be easily dealt by the youth.

Earlier, addressing the function, Mr Phul Chand Mullana, Education Minister of Haryana, asked the Union Government to release more funds and authority to the local bodies in order to strengthen the Panchayati Raj system.

He said the Haryana Government had decided to fill up about 2700 posts of Gram Sachiv (Village Secretary) and had decided to pay remuneration to the members of the local bodies, including the Sarpanch.

The Chief Parliamentary Secretary of Haryana, Dharmbir Singh, said that about 500 stadiums would be built in the villages for development of sports, at a cost of about Rs 40 crore.

## 'Need to improve quality of education in MCD schools'

The Right to Education Task Force (RETF) put together a multi-stakeholder consultation for improving the quality of education in MCD schools.

The Director, MCD Education, Mrs Indira Yadav, said recently that "the school and the community should work together. We will ensure that the teachers and the school administration is made accountable to the community." The volunteers of the RETF or the 'Shiksha Mitras' spearheaded the dialogue. Sharing his experiences on the state of MCD education in schools, a volunteer, Santosh, said, "Having been a student of MCD schools, I know the challenges we have to face. As I do not want other children from my community to face similar bottlenecks, I decided to volunteer my time to RETF. I find that in small ways I'm making a difference."

Another volunteer, Ajay, added that the forum of youth volunteers had even approached a principal to get a child admitted into a school.

While discussing the work being done by these youth volunteers, a Delhi High Court advocate, Mr Ashok Aggarwal, added that "we systematically collate and send these feedbacks to the concerned authorities." "In some instances, action has also been taken against principals, supervisors and even class-III and IV employees," he added.

## Finally, Education Dept helps poor students

The Director of Education has ordered an inquiry into the delay in the distribution of uniforms and note books among more than 500 poor students of 103 government primary schools in Kangra education block of H.P.

The students had been kept waiting for uniforms and note books, for the past three months, for the want of an dignitary for the occasion.

Mr B.M.Nanta, Director of the Primary Education, told The Tribune on Friday that following the publication of The Tribune report, a departmental inquiry had been ordered.

He said within a day or two, he would receive the details of the inquiry report.

Mr Nanta said, "It is a serious lapse and disciplinary action against the official found responsible for it would be taken."

He said the distribution of the uniforms had been made in all 117 educational blocks of the state except the Kangra education block, which was a matter of concern.

Mr Nanta said, "I have not given any order that the uniforms should be distributed through the local MLA or any other person."

He said, "It is not important who distributes the uniforms and note books but what is required is that the uniforms should be distributed in time for helping the

needy and deserving poor students."

The Director added that the delay in the distribution had actually defeated the basic purpose of this scheme of the government.

He said the decision to get the uniforms distributed through the local MLA would have been taken at the local level.

When contacted, the BEO, Kangra, Ms Tripta Devi, refused to divulge when the uniforms, dumped in her office store, would be distributed among the poorest of the poor students.

She said, "It is yet to be seen that who distributes the uniforms and when among the students." She, however, said she had conveyed the matter to the Deputy Director of Primary Education.

Deputy Director, Primary Education, Omkar Chand, when contacted, denied that he was conveyed any thing about the issue by the BEO.

Mr Shiv Prasad Baba, Kangra district president of Primary Teachers Association, had alleged that the uniforms, note books and slates for the poor students of this block were dumped in the store of the Block Education Office.

The information gathered by The Tribune had revealed that the Education Department was waiting for the availability of the local MLA for the distribution of these uniforms.

## Haryana to Scrap 2-child norm for panches

The Haryana Government decided to abolish the two-child norm for members of the panchayati raj institutions.

The decision was taken by the state Cabinet when it met under the chairmanship of the Chief Minister, Mr. Bhupinder Singh Hooda. An ordinance would be issued to omit section 175(q) from the Haryana Panchayati Raj Act, 1994, retrospectively from January 1, 2005. This section provided that no person having more than two living children, could be a sarpanch or panch of a gram panchayat or a member of a panchayat samiti or zila parishad or continue as such.

Talking to newsmen after the Cabinet Meeting, Mr. Hooda said the Union Ministry of Panchayati Raj had consistently been asking the state government to reconsider the two-child norm. It felt that the norm resulted in social distortions like giving children in adoption, forced abortion and the non-registration of births.

*All success in the world..... is the result of indomitable spirit. So don't be anxious, just develop a 'can-do' attitude. Nothing is impossible.*

*Dr. APJ Abdul Kalam's advice to students*

## Mid-day meal scheme a success story in Rajasthan

Enrolment of children at the elementary level has improved, says new study

The much-talked about mid-day meals scheme introduced in Rajasthan in the Government and Government-aided primary schools has had an affirmative effect on enrolment of children, particularly of the girl child, at the elementary level. It has helped improve the quality of education as well as the health of students, besides helping

experts, World Bank representatives, JVR Murty, Vinod Sahagal, MLAs, C.P. Joshi, Chairman of the Public Accounts Committee and Nathu Singh Gujjar, besides Rajendra Bhanawat, Divisional Commissioner, Jaipur, Saroj Punhani, Accountant General (Audit), Jaipur, Sarathi Acharya, director of the Institute of

11.56 per cent in the same category of children against 10.71 per cent at State level in 2005-06.

On the flip side again was the number of cooks employed for preparing the mid-day meals which stood at 7 and 6 per cent from Scheduled Tribes and Scheduled Castes, respectively, though the Supreme Court had issued a directive asking to give preference to SC/ST cooks. A maximum, 64 per cent cooks, belonged to the backward communities while the forward castes accounted for 23 per cent.

The survey found the quality of food served in the schools to the liking of the parents and the children. About 92-95 per cent of the students ate the mid-day meals at school and found it satisfying both qualitatively and in quantity.

The State had initially started the mid-day meals with "googri" or boiled wheat with either salt or jaggery. It started providing variety from April 2005 under the new guidelines of the Supreme Court. Under the guidelines, roti-subzi, rotidali, puri-sabzi, mithe chawal, namkeen chawal, khichri, mitha daliya, namkeen daliya, lapsi and dal-chawal are in the menu.

Earlier the Centre was providing Re.1 per student as cooking conversion cost against 50 paise from the State Government. In the current session (2006-07), the Rajasthan Government has increased its contribution to Re.1.

- **Improvement in quality of education and health of students**
- **Drop-out rate also falls but marginally**
- **92-95 per cent of the students have meals at schools**

the families to tide over the problems of hunger and malnutrition, a new study has indicated.

A participatory expenditure tracking survey on the scheme in the district of Chittorgarh in Rajasthan, conducted by CUTS-Centre for Consumer Action, Research and Training (CUTS-CART) in association with the World Bank reported improvement of enrolment in 64 per cent of the schools and improvement in retention in 51 per cent schools in past three years. The enrolment of girls registered an increase in 58 per cent of the schools surveyed while it was found that quality of education improved in 49 per cent of them.

The survey results were presented at a State-level dissemination meeting before

Development Studies, Jaipur and former director S.S. Acharya.

Presenting the findings, the survey team leaders, K.C. Sharma and Dhudeshwar Kumar, however noted the decline in lifting of foodgrains by the State Government in the past three years. The off take of foodgrains was 67 per cent on an average during the period against the total grains sanctioned by the Centre. The unutilised fund (conversion cost) remaining with the districts had steadily increased from 27 per cent to 71 per cent during 2001-02 to 2004-05, they noted.

However, the dropout rate among children from Class I to Class VIII in the district in 2005-06 had been a little less at 37.12 per cent compared to 39.85 at the State level. Chittorgarh, on the other hand, had a wider gender gap at

## Top guns get down to tackling corruption

Voting for action over debate, a task force of veterans, once occupying senior most positions in their departments, has formed the India Rejuvenation Initiative (Bharat Punarothhan Abhiyan) to take on corruption. The group, with the support of a few senior government officials, has resolved to direct action to fix accountability and encourage probity.

The initiative comprises a who's who of names in public life – former Chief Justice of India Justice RC Lahoti, former Chief Election Commissioner JM Lyngdoh, former Comptroller and Auditor-General VK Shunglu, former Chairman of University Grants Commission Dr. Hari Gautam, former Chief of the Air Staff Air Chief Marshal S. Krishnaswamy and former Punjab Director-General of Police JF Ribeiro as its active members. Besides these active members, are several educationists, senior IAS and IPS officers who will offer their services as and when needed.

Lyngdoh said public life has deteriorated sharply and that the casualties were for all to see. "While meeting from time to time with like-minded people, we

realised that there was a great need to systematically prevent corrupt and negative elements from occupying key positions. It was also felt that honest public servants should be supported strongly when they stand against misdeeds," the former CEC said over phone from his home in Rangareddy in Andhra Pradesh. "The corrupt officers are well known to their colleagues. Whenever we come to know that the government is going to appoint a wrong officer on a key post, the members will meet the authorities and request to reconsider the decision. We can also resort to other democratic means to curb such practices as and when required."

The group has resolved to adopt legal and democratic means to bring about changes and improve accountability in all matters of importance to the public and the nation. Vijay Shankar Pandey, a senior IAS officer of Uttar Pradesh, who is also a member of the IRI, told *The Sunday Express* that the group had decided to expose corruption, gross inaction and inefficiency in high places. "Wrong people can be identified very easily. The first

step would be to write to the government much before a key position is assigned to them. Whenever an upright officer fights against their corrupt colleagues, the group will support them in their initiatives," he said.

The group is also against "VIP facilities" for the privileged few as public servants at the cost of the common man and law abiding citizens. The group will work to strengthen decentralised governance and has appealed to the people to mobilise public opinion and ensure that "political executives" and bureaucrats remain public servants and don't assume the role of "masters". "I know it's a very difficult proposition to fight corruption but some beginning has to be made," said Ribeiro. He cited the instance of the Public Concern for Governance Trust which he, along with former Cabinet Secretary BG Verghese and Dr. RK Anand, medical director of Jaslok Hospital, started in Maharashtra three years ago. "This group in Mumbai is moving courts, helping good officers and taking several initiatives. The need is for the civil society to join such efforts. There should be pressure groups in every state," Ribeiro said.

**Always put yourself in the other's shoes. If you feel that it hurts you,  
it probably hurts the other person too.**

Anonymous

## SC, ST education schemes will continue

The 11th Five-Year Plan proposes to continue with redoubled efforts at provision of educational facilities to the Scheduled Castes (SCs), the Scheduled Tribes (STs) and minorities.

The Planning Commission's approach paper says education is the most effective instrument of social empowerment and educational schemes for these sections will therefore have to be continued with redoubled vigour.

It is imperative to promote education among other

backward sections including minorities. Some minorities are far behind the national average and it is necessary to go to the root of the problem so that remedial measures can be taken during the Plan period.

At a minimum, the minority-dominated areas will need special focus under the Sarva Shiksha Abhiyan and schemes for creating infrastructure should be implemented there. In addition, incentivising minority students should be explored.

While bringing the SC, ST and other backward classes up to the national level may take time, certain

aspects of backwardness need to be set right immediately. Manual scavenging should be totally eliminated by the middle of the Plan period, through liberation and rehabilitation of conservancy workers in sustainable employment and income generating activities.

A comprehensive national policy to ensure protection, all-round development, welfare and empowerment of tribals with emphasis on rehabilitation and resettlement of the project-affected people needs to be announced and effectively implemented.

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## Plea for nursery admission interviews rejected

### Supreme Court asks counsel for school to seek intervention in Delhi High Court

The Supreme Court refused to entertain an appeal against interim orders of the Delhi High Court restraining unaided recognised private schools from calling children or their parents for interview for kindergarten and nursery admissions.

A Bench of Justice K.G. Balakrishnan and Justice K.G. Jain told senior counsel Mukul Rohatgi appearing for the SRF Foundation, running Shri Ram School at Vasant Vihar here in the Capital, that since the matter was pending before the High Court, he could seek an intervention in the High Court.

Mr. Rohatgi submitted that the entire admission process had been stalled due to the High Court order. When the Bench indicated that it was not inclined to entertain the matter, counsel said he would withdraw the petition and accordingly the Bench dismissed it as withdrawn.

In December last year the High

**- Upholds Delhi High Court interim orders**

**- Admission process stalled due to High Court orders, pleads counsel**

Court called upon the schools to evolve a methodology to ensure that admissions were not based on interview of the child or the parents. The Court restrained the schools from issuing interview cards. The Court said that it would be appropriate to constitute a committee of experts to go into the matter and to resolve the issue of admission of children to private schools. In May this year the Court, while granting further time for suggestions, directed that no school should call children or their parents for interview without the Court's permission.

Assailing this order, the petitioner said that it was in complete conflict with the observations made by the Supreme Court in the T.M.A. Pai

Foundation case and the Delhi School Education Rules, which empowered the Principal to regulate the admission process and procedure.

It contended that the aim of the interview with parents was only to gauge their interest in education, development of their child and whether the parents accepted the school's philosophy, values and role in the growth and grooming of their children. The aim of the session was not to test the academic skills of the young ones, but only to observe their basic age-appropriate skills, the petitioner argued.

The Foundation also submitted that the High Court had upset the system, which had been prevalent for the past 50 years, most successful and universally accepted. It prayed for a direction to quash the order and an interim stay of its operation.

## Kerala education Act: a model for the nation

THE KERALA Professional Colleges Act (KPC ACT), 2006, passed unanimously by the Legislative Assembly on July 2 has been a bone of contention between the State Government and the managements of private professional colleges. The latter

approached the High Court, which ordered status quo in matters of admission for this year without going into the substantive issue of the validity of the Act. The State Government has preferred an appeal in the Supreme Court against the order of the Kerala High Court.

The KPC Act was the outcome of popular mandate, reflected in the 2006 elections to the State Assembly in which unethical practices followed by the managements of private educational institutions had figured as a prominent issue. That the Assembly took steps to place the KPC Act on the statute book in the very first session of the Assembly with the full support of the Opposition was a measure of the strength of the popular will.

The significance of the Act, however, is not limited to the control it sought to exercise over the highly unethical state of professional education. It heralded the possibility of a new educational culture in a society in which equity and excellence had given way to the power of lucre and political influence. The Act with its focus on merit and social justice as the

criteria for admission to professional courses was widely perceived as a welcome beginning. It was believed that the

*Consensus in matters such as education is desirable, but not always possible. That, however, should not impede society from advancing towards social justice and equality. The government's duty is to pave the way for it.*

new initiative in the professional education sector would eventually lead to a complete overhauling of the existing system of education. That it has aroused apprehensions in several quarters is not the least surprising; education after all is one of the main props that enable the perpetuation of social power.

In the existing system, the private managements controlled a major chunk of the available opportunities. The exorbitant tuition fees and capitation charges have made these institutions much more lucrative than what their name, self-financing, suggests. In fact, they are a source of profit greater than what other investments can provide. Capitation charges are openly demanded and obtained, ranging from Rs.30 lakh to Rs.40 lakh for admission to medical colleges and slightly lower for engineering. Needless to say, the access to these institutions is restricted to a select segment of society, which, in turn, is interested in perpetuating this system. The opposition to the KPC Act, expressed in the legal wrangle, is motivated both by mercenary

considerations and social interests. That they are able to draw support from a variety of patrons is not the least surprising.

Religious and political leaders have rallied behind them. The Bishops of seven Christian denominations have addressed a pastoral

letter and have exhorted the believers to launch a liberation struggle on the lines of the movement of 1959. Their appeal did not arouse any enthusiasm, as the political consciousness in Kerala has undergone a sea change since 1959. In fact, the members of many a parish openly objected to the attempt of their religious leaders to oppose the Act. The common man in Kerala has realised the Act is a symbol of his empowerment.

What aroused the ire of the managements and the forces supporting them are mainly three provisions of the KPC Act: 1) Procedure for admission; 2) Regulation of fees; 3) Reservation based distribution of seats. The Act provides that "admission of students in all professional colleges or institutions to all seats, except non-resident Indian seats, shall be made through common entrance test conducted by the state followed by centralised counselling through a single window system." This introduces fairness and transparency in the procedure, which ensures opportunity for the meritorious. At the same time it eliminates the

Contd.. on pg.3

possible manipulations that appear to have been so rampant in the selection to the management list.

Secondly, the Act through a fee regulatory committee allowed uncontrolled management fee only for the 15 per cent admitted from among the non-resident Indians. This is a crucial factor as it considerably bridled the mercenary interests of the management. Thirdly, the Act ensured the social distribution of seats in conformity with the nationally accepted norms of reservation. It meant that 10 per cent shall be earmarked for the Scheduled Castes and the Scheduled Tribes, 25 per cent for socially and educationally backward classes, three per cent for the physically challenged, one per cent for cultural achievement, one per cent for sportspersons, and another 12 per cent for those who were not covered by the above. When the 15 per cent management quota and the 15 per cent NRI quota are also factored in, only 18 per cent was available to those who actually wield social and political power. This naturally tends to upset the existing equilibrium. All these factors along with the apprehension about the minority interest in certain quarters emboldened the managements to challenge the Act in the court. Incidentally the Act in no way impinges upon the rights of the minority to establish and run educational institutions.

When approached by the managements the Kerala High Court did not set aside the Act. The reason the Court gave was that "there is always a presumption in favour of the constitutional validity of any legislation and unless the

same is set aside after final hearing, normally the operation of the Act would not be stayed." Nevertheless the Court decided to follow the provisions of the impugned Act of 2004 for which the justification given was "that the Court should not abrogate its duty of granting interim relief when justice may so require." Justice is then handed out to 50 per cent students admitted by the management "who cannot be made to suffer an untold misery with which they would certainly be afflicted if the admissions are upset at this stage." It was reported to the Court that the test conducted by the managements for the admission of these students was not in conformity with accepted norms and was without transparency. It is intriguing that the Court did not show any concern for the interests of the 85 per cent students who were sought to be admitted through the admission test conducted by the government. The verdict of the Court unfortunately provides legitimacy to a system that has been the target of universal condemnation except by those who are its beneficiaries. There is something amiss in the considerations that led the court to this conclusion.

The essence of the matter is that the existing system is unjust and undefendable. The government has a duty to the people of the State from which it should not shy away, even in the face of concerted opposition of vested interests. It is apparent that the managements had not conducted the test according to

the criteria laid down by the Supreme Court in the Inamdar case. The failure of the management to respect these criteria invests the government with enough freedom to intervene and to cancel the admission conducted by these institutions. The Kerala High Court also has empowered the government to take action expeditiously within a month if definite and positive material before it suggest "that the consortium test for the admission of students from medical stream was a farce and the management and the institutions indulged in profiteering at the cost of merit, they may proceed against such institutions and the students by initiating proceedings before the Chairperson of Admission Supervisory Committee or by any other means as may be permissible under law." The government, it appears, has enough leeway to implement the provisions of law. Arriving at a consensus in matters such as education is desirable, but not always possible, because of conflicting interests. That, however, should not impede society from advancing towards social justice and equality. The duty of the government is to pave the way for it.

The problem of self financing colleges, though acute, is not limited to Kerala. The other States are equally the victims of this system, as brought to the notice of the Supreme Court in the cases of TMA Pai and Inamdar. When the Kerala Act is finally placed on the statute book it can serve as a model for the nation.



## Ban on Child labour welcome, but these kids have a question

Ban on Child labour is welcome, but these kids have a question

After his father's death, 13-year old Muhammad Irshad had little choice but to come to Delhi for work, so that he could feed his mother and five siblings back home in West Bengal. For the past four years, he has been working at a roadside dhaba in ITO, and sending home about Rs. 1000 that he earns.

Come October 10, and he won't be allowed to work anymore. While the government ban on employing children as domestic help or servants at roadside kiosks may be a welcome move to eradicate child labour, it doesn't say what kids like Irshad are supposed to do to feed themselves and their families. The ban imposed by the labour ministry on Tuesday under the Child Labour (prohibition and regulation) Act, 1986 will come into effect from October 31. And Irshad is just one of the 60 million child labourers in India who would lose their jobs. Most of these kids have never been to school, as according to an UNDP human development report, India has the largest number of non-school going child labourers in the world.

If he's stopped from working, Irshad plans to work at his father's field. "Ghar ka kharch chalana hai, bahano ki shadi bhi to karni hai (I have to earn for my family and save for my sisters' marriage)," he says.

For 12-year-old Chandra Dev

Ram, life has been a tale of survival. His father could not afford his schooling and left him to the care of a circus troupe that came to their village in Chhattisgarh. Memories of the circus still make him cry - he was put inside a tiger's cage. Did that scare him? "I don't remember, but I remember that I was hungry," he says.

The boy ran away from the circus and now works as a domestic help in Model Town. "I will never leave this house," says Ram, though he makes only Rs. 1,000 every month. "Life in the village is sad and I will definitely not go back to the circus. These people give me good food and clothes."

Like Ram, most of these kids do not wish to return to their native villages. A chirpy 16-year old, Shankar, was ready to tell us all about his life. He feel silent as soon as we asked about the court order.

Kailash Satyarthi of Bachpan Bachao Andolan, however, welcomed the move, "It is a very progressive step. Our only concern is that there should be a sincere machinery to work on this and a rehabilitation programme."

And till a rehabilitation programme is worked out for these kids, their future will continue to remain uncertain. "Only seven out of 1,000 kids working as child labourers are genuinely in need of work, the rest are misused to satisfy someone else's needs," said Satyarthi. □

## Uproar in RS over NCERT books

The Rajya Sabha was thrown into turmoil today as, particularly, the BJP-led opposition members, protested against the alleged distortions in NCERT school textbooks, including description of freedom fighter Balgangadhar Tilak as "terrorist".

BJP members, led by Mr Ravi Shanker Prasad, were up on their feet waving copies of NCERT textbooks which, they said, allegedly termed Jat community as "marauders" and described Tilak a terrorist.

The members were also critical of the suggestions made in the books to the girl students to use cosmetics.

The protesting members while demanding an inquiry into such writings besides punishment for the guilty, said that distortion of history was a very serious issue and such lessons could pollute minds of young children.

The BJP members were also joined in the protest by the members from Samajwadi Party, Left and Congress who said it was not an issue to be politicized and government should take the matter seriously and correct distortions.

At one point of time, agitated BJP members trooped into the well and wanted to place on the table of the House copies of the books which was disallowed by the Chair saying rules did not permit this. □

## Marriage registration to be compulsory in Punjab

In an attempt to save young men and women of Punjab from being fooled into marriage by already-married NRIs and also to prevent child marriages, the Punjab Government is all set to make the registration of marriages compulsory in the state.

The government is to introduce the Punjab Compulsory Registration of Marriages Bill, 2006, in the forthcoming Assembly session in September. In case, things do not crystallise till then, an ordinance will be introduced later, said sources. However, it is yet to be approved by the Council of Ministers. Also the government has proposed that the new provisions will be in addition to, and not an infringement of any other law, for the time being applicable to marriages. If cleared, the Bill will keep a tab on bigamy or polygamy and help women to exercise their rights of maintenance from their husbands in case of separation. It will also deal with the custody of children, besides enabling widows to claim inheritance and reducing legal hassles.

The Supreme Court, in a

verdict passed in February this year, had directed the Centre and state governments to take steps for amending the rules and procedures to make the registration of marriage compulsory irrespective of the religion of the person. The new provisions will not mean that newly-weds will have to rush to the office of the Registrar of Marriages instead of going to their honeymoon destination. The fathers or guardians of the newly-weds can apply for registration within 30 days. An application can also be made till a period of 90 days after the marriage by paying a fine. However, all applications made after 90 days will need a written permission from the Chief Registrar of Marriages, who will be appointed by the state government. However, if an application is made after one year of marriage, the Chief Registrar shall pass an order to register the marriage only after verifying the correctness of the marriage.

The application will have the names and signatures of the bride and the groom along with their respective addresses and also

details of their status like unmarried, divorcee or widower. The priest conducting the marriage shall also provide his name and address.

A penalty clause has been woven into the Bill. False declarations in the application form shall invite imprisonment. Also, government officials, if found that they had changed entries in the marriage register, will face imprisonment.

In case one of the partners is an Indian citizen and the marriage has been solemnised in a foreign country, the Indian consulates shall issue a certificate indicating the validity of the marriage. And crucially, no marriage shall be deemed to be invalid solely for the reason that it is not registered or that the application was not delivered or sent or even if the application is not correct.

Also, the data collected over a period of time will be immensely useful in formulating or reviewing laws and policies regarding issues such as family planning, education, marriage, dowry, divorce, among other issues. □

Let us perfect the means, the end will take care of itself. For the world can be good and pure only if our lives are good and pure.

-Swami Vivekanand

## शैक्षिक क्रांति के बिना आर्थिक प्रगति बुलबुला

गंभीर वैचारिक क्रांति के बिना अन्याय और असमानता बनी रहेगी, भले ही देश के सभी नागरिकों की भौतिक आवश्यकताएं पूरी हो जाएं।

भारत समेत सभी विकासशील देशों का यह अनुभव रहा है कि उदारिकरण और निजिकरण की आड़ में शिक्षा और स्वास्थ्य जैसी बुनियादी सुविधाएं आम जनता की पहुंच से दूर होती जाती हैं। फिदेल कास्त्रो मानवता को उपभोक्तावाद की अंधी गली से निकाल कर टिकाउ और संतुलित विकास की डगर पर खड़ा करने के लिए अनेक तर्क और विकल्प बताते हैं जो बेलगाम संसाधनों के अंतहीन उपभोग के बदले में जीवन की गुणवत्ता की दहलीज तक पहुंचने में सक्षम होगा। जिस प्रकार राष्ट्रपति एपीजे अब्दुल कलाम के संबोधनों में शिक्षा, प्रौद्योगिकी प्रसार और ज्ञान आधारित समाज की विस्तृत रूपरेखा मिलती है उसी प्रकार कास्त्रो के भाषणों में शिक्षा के प्रसार पर सबसे ज्यादा जोर है एवं उनके अनुसार हथियार, सैनिक तानाशाही और विकसित पूंजीवाद के शोषण का सामना विचारों से ही किया जा सकता है। गंभीर शिक्षा क्रांति के बगैर अन्याय और असमानता बनी रहेगी, भले ही देश के सभी नागरिकों की भौतिक आवश्यकताएं पूरी हो जाएं। जैसा कि राष्ट्रपति एपीजे अब्दुल कलाम ने अनेक संबोधनों में कहा है कि युवा पीढ़ी के उचित शिक्षा और हुनर के साथ-साथ ही भारत में २०२० तक एशियाई महाद्वीपीय क्षेत्र में सामाजिक-आर्थिक विकास का दौर प्रारंभ

होगा। एशिया में सामाजिक-आर्थिक, सांस्कृतिक परिवर्तन ऐतिहासिक दुर्घटनाओं के माध्यम से आया, जबकि यूरोप और कुछ सीमा तक अमेरिका में मंदीकाल से द्वितीय विश्वयुद्ध और शीतयुद्ध के कारण आम आदमी के कल्याण के वातावरण और स्वास्थ्य सेवाओं की गारंटी द्वारा राष्ट्रीय समानताओं का दौर शुरू हुआ। एशियाई देशों का लक्ष्य था तेजी से आर्थिक विकास के साथ मुक्त बाजार और व्यापारोन्मुखी नीतियों तथा सोशल इंजीनियर के बदले में इंजीनियर ही विकास का केंद्र बिंदु रहा। भारत भी इसी रास्ते पर है। भारत और चीन व्यवसाय को ज्यादा महत्व दे रहे हैं जिसके कारण सरकार उन निर्णयों पर प्रभावकारी भूमिका नहीं निभा पा रही है जो भावी पीढ़ी का भविष्य निर्माण करती है। पूर्वी एशियाई देशों में साठ के दशक में शिक्षा आंदोलन प्रारंभ हुआ और अस्सी के दशक के आते-आते एक स्नातक युवा पीढ़ी तैयार हो गई। हांगकांग, ताईवान, सिंगापुर और दक्षिण कोरिया ने सभी बच्चों को शिक्षा देने का लक्ष्य पूरा कर लिया। इतना ही नहीं, मलेशिया, इंडोनेशिया और थाईलैंड ने भी इसी राह पर चलकर अस्सी के अंत तक देश के एक तिहाई बच्चों को सेकंडरी शिक्षा भी दिला दी। पूर्वी एशियाई देशों ने साठ के दशक में शिक्षा पर सकल राष्ट्रीय उत्पाद

का ढाई प्रतिशत खर्च किया जो कि अस्सी के अंत तक आते-आते ३.६ प्रतिशत हो गया।

इसके विपरीत भारतीय उपमहाद्वीप देशों ने शिक्षा के बजट का अधिकांश हिस्सा विश्वविद्यालयीन शिक्षा पर खर्च किया, जबकि पूर्वी एशियाई देशों ने प्राथमिक शिक्षा को अपना केंद्र बिंदु बनाया। प्राथमिक शिक्षा पर जोर देने वाले देशों में पब्लिक स्कूलों के साथ-साथ व्यक्तिगत ट्यूशन के अभिभावकों ने बच्चों के भविष्य का मूल आधार माना।

विश्व बैंक के एक अध्ययन में यह दिलचस्प तथ्य भी सामने आया कि पूर्वी एशिया के बच्चों के गणित में उच्च अंक प्राप्त करने के पीछे घर में मां द्वारा की गई कोचिंग की महत्वपूर्ण भूमिका रही। केरल, बंगाल और तमिलनाडू का भी यह अनुभव रहा। विचार एवं आर्थिक प्रगति का सिद्धांत इस निर्णय पर पहुंचता है कि एशिया की भावी पीढ़ी की सफलता का नुस्खा अनुशासन और विचारों की उमंग से जुड़ा है। वास्तव में आर्थिक विकास की वृद्धि तो पानी का बुलबुला है, जबकि जीवन की गुणवत्ता की दहलीज तक पहुंचना तथा शिक्षा एवं स्वास्थ्य जैसे बुनियादी सेवाओं को आखिरी आदमी तक पहुंचना बहती नदी है जो अनेक किनारों को सींचती है।

To change anything, simply change your attitude

## सबसे तेजी से भारत में बढ़ रहे हैं इंटरनेट यूजर्स

ऑनलाइन जनसंख्या यानी इंटरनेट यूजर्स की संख्या में बढ़ोतरी दर के मामले में भारत ने अमेरिका, चीन, जापान और जर्मनी समेत दुनिया के सभी देशों को पीछे छोड़ दिया है।

अमेरिका स्थित टेक्नॉलजी रिसर्च कंपनी कॉमस्कोर के ताजा सर्वे के मुताबिक बीते जून तक भारत में १५ साल से ज्यादा उम्र के इंटरनेट यूजर्स की संख्या १ करोड़ ८० लाख दो हजार हो गई। मार्च में यह संख्या करीब १ करोड़ ६७ लाख थी। तीन महीने के भीतर देश की ऑनलाइन संख्या में रिकार्ड ७.८ फीसदी की बढ़ोतरी हुई है। बढ़ोतरी की यह दर दुनिया की कुल ऑनलाइन जनसंख्या में बढ़ोतरी की दर २.७ फीसदी से कहीं ज्यादा है। मार्च में

दुनियाभर में इंटरनेट यूजर्स की संख्या ६९४० लाख थी, जो जून तक बढ़कर ७१३० लाख हो गई।

कुल ऑनलाइन जनसंख्या के आधे तार पर भी भारत एक पायदान ऊपर चढ़कर ९वें स्थान पर पहुंच गया है। १५३० लाख नेट यूजर्स के साथ अमेरिका का पहला स्थान बरकरार है। यह संख्या वर्ल्डवाइड विजिटर्स की संख्या की २१ फीसदी है जबकि भारत में यह संख्या दुनिया की ऑनलाइन जनसंख्या की २.५ फीसदी है। दिलचस्प बात यह है कि इस सर्वे में साइबर कैफे, मोबाइल फोन आदि के जरिए नेट एक्सेस को शामिल नहीं किया गया है। माना जा रहा है कि यदि १५ साल से कम उम्र की संख्या वाले यूजर्स और कैफे, मोबाइल

या पीडीए साधनों से एक्सेस को सर्वे में शामिल किया जाता तो ऑनलाइन जनसंख्या और भी ज्यादा दर्ज होती।

अमेरिका, इटली, स्पेन और नीदरलैंड में इंटरनेट यूजर्स की संख्या में १ फीसदी से भी कम इजाफा देखा गया है, जबकि ब्रिटेन, फ्रांस और ऑस्ट्रेलिया में यह संख्या मार्च के स्तर से कम दर्ज की गई है। संख्या में गिरावट के बावजूद ब्रिटेन ने कुल नेट यूजर्स की संख्या के मामले में अपना पांचवा स्थान बरकरार कर रखा है। लेकिन इटली का ९वां स्थान भारत ने झटक लिया है। नीदरलैंड १३वें स्थान पर चला गया है।

कॉमस्कोर के मुताबिक नेट यूजर्स की संख्या में बढ़ोतरी के मामले में ५.२२ फीसदी की दर के साथ चीन दूसरे स्थान पर और ५.१४ फीसदी के साथ रूस तीसरे स्थान पर है। जापान, कोरिया, कनाडा और ब्राजील में यह वृद्धि दर २ से ४ फीसदी के बीच रही।

सर्वे में माइक्रोसॉफ्ट की साइटों को टॉप वेब प्रॉपर्टी की रैंकिंग से नवाजा गया है। दुनिया भर के कुल ७१३० लाख यूजर्स में से ५००० लाख लोग माइक्रोसॉफ्ट की साइटों को विजिट करते हैं। याहू और गूगल को क्रमशः दूसरा और तीसरा स्थान मिला है। जून माह में करीब ४५०० लाख लोगों ने याहू और गूगल की साइटों को विजिट किया। ईबे और टाइम वॉर्नर की साइटों पर २००० लाख लोग पहुंचे। विकीपीडिया, आस्क नेटवर्क, अमेजन, एडोब, एपल कम्प्यूटर्स, लाइकस, सीनेट नेटवर्क, मॉन्सटर जैसे समूहों की साइटें दुनिया की टॉप १५ ऑनलाइन प्रॉपर्टी में शामिल की गई हैं।

### मध्य प्रदेश सर्वशिक्षा अभियान पर केन्द्र ने १४०२ करोड़ किए खर्च

मध्यप्रदेश सर्वशिक्षा अभियान पर केन्द्र ने अपने हिस्से की धनराशि राज्य में व्यय करने की जानकारी देते हुए तमाम अटकलों को विराम दे दिया

मध्यप्रदेश में सर्व शिक्षा अभियान के लिए केन्द्र ने अपने हिस्से का १४०२ करोड़ रुपए का परिव्यय किया, जबकि इस दौरान पूरे देश में इस योजना पर कुल ११ हजार करोड़ रुपए का परिव्यय किया गया है।

यह जानकारी मानव संसाधन विकास राज्यमंत्री डी पुरदेश्वरी ने राज्यसभा में एक अतारांकित सवाल के जवाब में दी। उन्होंने बताया कि सर्व शिक्षा अभियान के तहत केन्द्र का हिस्सा वर्ष २००५-०६

में करीब सात हजार ५२७ करोड़ रुपए था, जो वर्ष २००६-०७ में बढ़कर ११००० करोड़ कर दिया गया है।

वहीं बार-बार आलाकमान के समक्ष प्रदेश की सरकार द्वारा सर्व शिक्षा अभियान में धांधलियों के आरोप अभी तक साबित नहीं हो पाए हैं, जिसके चलते फिलहाल प्रदेश सरकार चैन की सांस ले सकती है। उन्होंने बताया कि पश्चिम बंगाल के दार्जिलिंग जिले में सर्व शिक्षा अभियान की निधियों के दुरुपयोग का सिर्फ एक मामला सामने आया है, जिसमें पुलिस केस दायर किया गया है और जांच शुरू कर दी गई है।

## Adolescent learning centres for dropouts

Janbodh Karyakram, an educational endeavour for the underprivileged children, would take up enrolment of the children of brick kiln workers and start adolescent learning centres for the dropouts and those never enrolled.

Both the projects were proposed at the annual meeting of the programme steering committee of the Jandbodh Karyakram in Jaipur.

The Rajasthan Government representatives who attended the meeting reiterated their

commitment to make infrastructure provisions for the schools under Janbodh Karyakram, a collective endeavour of communities, the Government and the civil society organisations. The Government had already communicated the directives in this regard to the Jaipur Development Authority, the Municipal Corporation of Jaipur and the Forest Department, the officials pointed out.

The representatives of the Bodh Shiksha Samiti, the NGO entrusted with the implementation of Jandbodh Karyakram, said that they had

submitted proposals for school buildings in 100 slum colonies in Jaipur under the initial phase of the Janbodh.

The steering committee meeting, attended by Principal Secretary, School and Sanskrit Education, representatives of the Aga Khan Foundation, American India Foundation, Paul Hamlyn Foundation and UNICEF, decided that Bodh Shiksha Samiti would also organise residential camps for children with special needs and operate mobile computer vans for children in deprived localities. □

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## International Literacy Day Celebrated

Asserting that literacy has to be integral to any strategy for poverty alleviation as it is the single biggest hurdle on the path to empowerment of the poor, Vice-President Bhairon Singh Shekhawat speaking at the International Literacy Day function organised by National Literacy Mission in Vigyan Bhawan on 8th September, 06, said economic empowerment of the poor with access to basic education and health care can happen only after they become literate.

"Literacy opens the gateway to comprehensive economic social and cultural empowerment of the people, particularly women," he added.

Commending the national literacy mission, the Vice-President said that sustained efforts are needed to cover every illiterate.

Listing the achievements of the literacy mission, Union Human Resource Development Minister Arjun Singh expressed concern over the literacy rate among the minorities, especially the Muslim minorities in a few States.

He said that one should not

treat the literacy mission merely as a campaign but it should become a national duty of every citizen to remove illiteracy from the country.

Union Minister of State for Human Resource Development M.A.A. Fatmi said: "The stakeholders of the literacy campaign should focus on women's literacy because there are still many districts in the country where female literacy is less than 30 per cent." Earlier Shri Champak Chatterjee, Secretary Department of School Education & Literacy delivered his welcome address. The Vice President also gave away NLM UNESCO Award for outstanding performance in literacy programmes to districts, SRC, University, JSS and Satyen Maitra Memorial Literacy Award and Special Awards to field functionaries. Colourful Cultural Programmes were presented by groups from different parts of the country. The programme ended with a Vote of Thanks by Smt. Vandana K. Jena, Joint Secretary (Adult Education) & DG (NLM).

## PM takes stock of education schemes

Expressing concern over the prevalence of a high dropout rate in several areas of the country, the Prime Minister, Dr Manmohan Singh, called for making education more joyful.

The Prime Minister, who was reviewing two flagship programmes — Sarva Shiksha Abhiyan (SSA) and Mid-day Meal Scheme — of the UPA government emphasised on the need of providing joyful and quality learning, especially to the first-generation students, so as to retain children at schools. The HRD Ministry was pulled up recently by the CAG.

In what was a major embarrassment to the Ministry, the report had found that even after four years of the implementation of the SSA and utilisation of almost 86 per cent funds available with the implementing agencies, targets had not been met. □

## Govt. mulls 100% FDI in education

In a move that would open up doors for foreign universities waiting to set up colleges in India, the commerce ministry said, it is charting out plans to allow foreign direct investment in education sector.

The ministry will soon release

**At present, India does not allow foreign educational institutions to build colleges in India. Foreign universities operate in the country on the franchisee model**

Gopal K Pillai, special secretary, commerce ministry.

Pillai told reporters on the sidelines of a CII meet that commerce ministry was open to allowing 100% foreign ownership and may also explore the options for joint ventures in higher education sector.

"Every year there is an outflow of around \$4 billion as a large number of students go abroad for

completing their higher studies. Having reputed foreign colleges in the country will reduce that cost," he said.

Opening up education sector to foreign investment has been a contentious issue with the human

resource development ministry opposing the move as also the commerce ministry's proposal to do away with restrictions on issues like fee structure, number and the pay scale of the faculty, or course content.

Pillai said the paper would provide inputs for the proposed foreign education institution Bill. The Bill, referred to the GoM in July, had proposed giving universities, which meet all the criteria, deemed university status under the UGC Act.

It had also proposed that universities wanting to enter India must have corpus of Rs. 10 crore and get a "No Objection Certificate" from the Embassy or High Commission of their home country in India

a consultation paper on the issue and would send a firm proposal to the government after discussion. "The draft is in the final stages and will be out by next week. Once it is out, we'll seek feedback," said

## Schools offer informal way into nursery

After week-long brainstorming sessions about alternatives to interviews for nursery admissions, city schools have finally hit upon a solution. It's not going to be interviews now, but the non-formal interaction with parents before admitting nursery kids, the report prepared by schools said. Kids will neither be interviewed nor be observed during the admissions. The report was submitted to the Delhi High Court on September 4.

"A non-formal interaction with parents is the most feasible way to conduct the admission process as it benefits both the parents and teachers to know about each other," said S K Bhattacharya,

President, action committee, which represents 1900 unaided private schools. The committee comprises five forums- National Progressive Schools Conference (110), Federation of Public Schools (330), Forum of Public Schools (60), Council of Public School (50) and Delhi State Public School Management Association (1,350). The action committee handed over the report to the lawyers, after they finalized it. The court had given a week's time to the city's schools to prepare a list of alternatives at the last hearing.

Schools have also decided that Parent Teacher Association (PTA) representatives will be a

part of the admission committee to provide moral support to the interviewees. "The PTA members will also be involved in the interaction, which will be basically in the form of a dialogue or non-formal chat," said NPSC chairperson Usha Ram.

The report also talked about the topics to be covered during the interaction process. "We will talk about the areas that focus on the overall development of the child, for say, how much time the parents spend with their kids, what plans do they have for them in future and what are the ways schools should improve the education system," said

contd. on next pg.

## Happy Teachers Day, says Govt

Retirement age increased to 62 years, Cabinet clears free beds in pvt hospitals

The Delhi Government awarded a bonanza to school teachers on the eve of Teachers' Day celebration. Delhi Cabinet decided to increase the retirement age of teachers of Government schools from 60 to 62 years. Currently, Education Department of Delhi Government is facing an acute shortage of teachers even as the total strength of teachers is over 40,000 in the city. Of these, over 500 teachers on an average, retire every year.

A six member screening committee comprising of secretary (education), secretary (services), director (vigilance), additional director of education (administration), director (education) and senior representative of the finance secretary would decide on those eligible and fit for this extension. The committee will ensure that there is no vigilance case pending, the annual confidential report (ACR) grading is good and the performance of the teachers as well as that of the students under them is satisfactory.

Briefing the media after the Cabinet meeting, Chief Minister Sheila Dikshit said that her Government on the eve of Teacher's Day, had decided to raise the retirement age of Government school teachers in the Capital. "This would go a long way in inspiring school teachers to work more vigorously to further improve standard of education in Delhi," said Dikshit.

Education Minister Arvinder Singh Lovely said that the retirement age of teachers working in polytechnics run by the Department of Training and Technical Education (DTTE) was raised from 60 to 62 years on the recommendations of the AICTE. The Government had earlier asked the Delhi State Subordinate Service Board (DSSSB) to recruit at least 6,000 teachers for Government schools.

The Cabinet has also approved recommendations of the Justice A S Qureshi Committee set up by the Government to review the free treatment facilities extended by charitable and other hospitals who have been allotted land on concessional rates. The recommendations would be sent to Centre which will decide its implementation.

As per recommendations, hospitals and nursing homes should be forced to provide free treatment to the poor, needy and deserving patients to the extent of 10 per cent in cases of in patient department beds and 25 per cent in cases of the out patient department.

The free treatment will cover domiciliary charges, food charges, cost of curative procedures and all kind of consumables. The Qureshi committee which had submitted the report in May 2001 had

observed that different land owning agencies of the Government had allotted land to 27 hospitals. Besides that a large number of nursing homes had also been allotted land on similar terms. □

contn. from prev. pg.

Bhattacharya.

Preference will be given to siblings and neighborhood kids during the admissions, if the report is approved by the court. "Kids staying in the radius of eight km will be given preference but we have also asked for a flexibility in the process in areas where there are no good schools by extending the limit to 12 km," said Bhattacharya. He added, "The report also speaks of the preference to existing students' siblings, children of staff members and alumni."

However, no applicants shall be denied a chance to interact with schools. "We will entertain all parents who would apply. They will be divided into various groups on the basis of neighborhood policy, sibling factor, staff wards and underprivileged section. These initiatives will help to maintain the transparency in the process and parents will also be stress-free to a great extent," Ram added. □

## Disrespectful student behaviour deplorable, says Manmohan

Asks teachers to uphold best traditions of excellence and commitment to knowledge

Upset by incidents of disrespectful behaviour towards teachers, Prime Minister Manmohan Singh on Monday urged every citizen of the country to chant "the ancient words of wisdom"- 'Acharya Devo Bhava' (teacher is god)- on Teachers Day this year.

Addressing national award winning teachers on the eve of Teachers Day, the Prime Minister expressed anguish at incidents of disrespectful behaviour by students towards teachers and said every citizen of the country should value the idea of 'Acharya Devo Bhava.'

Commenting on the recent killing of Ujjain-based professor Harbhajan Singh Sabharwal, Dr. Singh said he was pained when he heard of his death. "I am also pained by incidents of disrespectful behaviour by students and some anti-social elements who pretend to be students. I urge every parent in our country to teach their children the value of the idea of 'Acharya Devo Bhava.' This year, on Teachers Day, I want every child, every student, every parent, every citizen to chant those ancient words of wisdom and pledge that we will never show disrespect to our teachers."

Stating that cross commercialism and anti-social

behaviour was overtaking educational institutions, the Prime Minister urged the teaching community- both at the school level and in institutions of higher education- to uphold the best traditions of excellence and commitment to knowledge that people expected from teachers. "I want every teacher to also take a pledge to impart knowledge to their students without fear or favour, committed to the best and highest traditions of learning."

Of the view that India needs good, hard-working, honest and caring teachers, Dr. Singh said teachers should be given a status that recognizes their great contribution to society and to the processes of nation-building. Describing education as a major instrument for economic and social mobility, he said, "It is also important that we prevent alienation of our belonging to the disadvantaged groups."

Asserting that the country's youth must have faith in their future and derive hope from the educational system, the Prime Minister said: "It is the professionalism, commitment and dedication of our teaching community that will transform our education system. No system of education can perform well if it is not manned by good teachers." □

## Another first for Kerala Total banking district

God's own country is on the threshold of a banking revolution.

By September-end, Palakkad in north Kerala will become the country's first total banking district, with every household having their own bank account. Around five lakh families of the district are set to flaunt their passbooks and in many cases ATM cards too. The State-Level Bankers Committee selected the district, about six months back. Since then, there has been no looking back for the officials. At first, surveys were conducted to identify the families that did not have accounts. Various banks were given their target. Then they launched a campaign with the local panchayats and civic bodies to inculcate a banking habit in them. Many resisted the move. "What is the point in having an account without money?" But soon they were convinced about the need to open one.

In the last three months, around two lakh fresh accounts were opened in the district. Some of them will even get general purpose credit cards, for need based loans as bonanza. "We are really excited. After Palakkad we will target the remaining 11 districts," a spokesman of the SLBC claimed. If everything goes as planned all families in Kerala will have their account by March 2008. □

Education is the manifestation of perfection already in man.

Swami Vivekanand

## 2006 UNESCO Literacy Prizes - Rajasthan awarded UNESCO Confucius Prize for Literacy

Literacy projects in Cuba, Morocco, Pakistan, Rajasthan (India) and Turkey are the winners of the five UNESCO Literacy prizes this year. The laureates were proclaimed by the Director-General of UNESCO, Koïchiro Matsuura, on the recommendation of an international jury. A project in China was also awarded an Honourable Mention. The UNESCO International Reading Association Literacy Prize is awarded to the National Commission for Human Development (NCHD) of Pakistan, for its National Literacy Programme which aims to increase the literacy ratio by the year 2015 to meet the Education for All goals.

One of the two UNESCO King Sejong Literacy Prizes goes to the Mother Child Education Foundation (Turkey) for its contribution not only to literacy but to increasing women's self-confidence, independence and participation in decision-making processes.

The other UNESCO King Sejong Literacy Prize is awarded to the Youth and Adult Literacy and Education Chair of the Latin American and Caribbean Pedagogical Institute of the Republic of Cuba (IPLAC) for its work "to advance individual and

social potential through innovative teaching methods with successful outcome in more than 15 countries, notably Ecuador and Venezuela.

One of the two UNESCO Confucius Prizes for Literacy is attributed to the Ministry of National Education of the Kingdom of Morocco for its Non-formal Education Programme.

The other UNESCO Confucius Prizes for Literacy is awarded to the Directorate of Literacy and Continuing Education of Rajasthan for its Useful Learning through Literacy and Continuing Education Programme in Rajasthan, the largest and poorest state in India, characterized by an arid climate, diversified and difficult terrain and a scattered rural population. The Directorate is rewarded for having raised literacy significantly among both men and women during the past decade; promoted gender equality and women's empowerment through the development of an innovative programme - including 15-day educational camps for women covering subjects such as vaccination, sanitation, child care, family planning, environmental issues, and self-help. The programme also organizes vocational skills camps and supports self-help groups for newly

literate women to promote income-generating activities, build self-confidence and support the sale of the women's products as well as promoting credit and loan activities. This flexible programme also targets men. It features campaigns on health and vaccination, personal hygiene, safe drinking water, water conservation, and environmental issues. It has been extended to marginalized populations such as those serving prison sentences and run mobile literacy centres for migratory cattle breeders.

The Honourable Mention of the UNESCO International Reading Association Literacy Prize is awarded to the Literacy Co-ordination Office of Yunnan Province (People's Republic of China) for the Programme for the Realistic Reduction in the Number of Illiterate Women implemented in the mountainous border province of Yunnan, a poor province that is home to 25 ethnic minorities.

The UNESCO prizes are awarded annually in recognition of particularly effective contributions to the fight against illiteracy, one of UNESCO's priorities. They call attention to the efforts of thousands of men and women who devote themselves year after year to advancing the cause of literacy for all.

*In fact, I still see myself as a teacher of sorts. I have stayed into politics by accident, but I had become a teacher by choice.*

**Dr. Manmohan Singh**

## दिल्ली में शिक्षा की प्रगति

पब्लिक स्कूलों की बढ़ती फीस का असहनीय बोझ हो या सरकारी स्कूलों की बंद से बढ़ती होती छवि, स्कूली शिक्षा से जुड़े मुद्दे आम दिल्लीवासी के जीवन में महत्वपूर्ण स्थान रखते हैं। राजधानी की स्कूली शिक्षा से जुड़े कुछ दिलचस्प आंकड़ों पर एक नजर-

दिल्ली में साक्षरता दर ८२ प्रतिशत है जो राष्ट्रीय औसत ६५ प्रतिशत से काफी अधिक है।

राजधानी में ७५ फीसदी महिलाएं साक्षर हैं।

राजधानी में संभवतः दुनिया का सबसे बड़ा स्कूली शिक्षा नेटवर्क है यहां करीबन ३० लाख बच्चे पहली से १२वीं कक्षा तक विभिन्न स्कूलों में पढ़ रहे हैं।

लेकिन एक लाख बच्चे अभी भी स्कूली शिक्षा के दायरे से बाहर हैं। स्कूली रजिस्ट्रों में बच्चों के नाम दर्ज होने से शिक्षा के स्तर में कोई सुधार हुआ, ऐसा नहीं लगता।

अगस्त २००६ में जारी की गई दिल्ली की पहली मानव विकास रिपोर्ट के अनुसार सात से १० साल की उम्र के सरकारी स्कूलों में पढ़ने वाले बच्चों में से ३७ फीसदी तथा निजी स्कूलों में पढ़ने वाले १६ फीसदी बच्चों को ठीक से अक्षर ज्ञान तक नहीं था।

एक सर्वेक्षण के अनुसार दिल्ली के सरकारी स्कूलों में पढ़ने वाले ११ से १४ साल की उम्र के बच्चों में से ४० फीसदी ऐसे थे कि वे कक्षा तीन का अंकगणित का सवाल हल नहीं कर पाए।

इसी आयु वर्ग में सरकारी स्कूलों में १५ फीसदी बच्चे अंकों को ठीक से पहचानने की स्थिति में भी नहीं हैं और न ही वे अंकगणित का कोई सीधा सवाल हल कर सकते हैं। निजी स्कूलों में भी ११ से १४ साल के आयु वर्ग के बच्चों में से ५ फीसदी की कमोबेश यही हालत है। विडंबना यह है कि यह हाल दिल्ली सरकार द्वारा शिक्षा पर भारी बजट खर्च करने के बाद है। राष्ट्रीय औसत के अनुसार एक बच्चों की स्कूली शिक्षा पर सरकार ७४९ रुपए खर्च कर रही है जबकि दिल्ली में यह खर्च ९२७ रुपए प्रति छात्र है।

सरकारी दस्तावेजों के अनुसार विभिन्न सर्वेक्षणों से पता चला है कि जहां निजी स्कूलों में पढ़ने वाले लगभग दो तिहाई छात्र स्कूल में उपलब्ध बुनियादी सुविधाओं से संतुष्ट हैं वहीं सरकारी स्कूलों के लगभग ६० फीसदी छात्रों को इसी बारे में भारी भरकम शिकायतें हैं।

सरकारी स्कूलों के विस्तृत नेटवर्क का इतना लाभ जरूर हुआ है कि दिल्ली में प्राथमिक शिक्षा प्राप्त करने वाले आयु वर्ग के तीन चौथाई बच्चे स्कूलों में जाते हैं।

## राष्ट्रीय साक्षरता पुरस्कारों से सम्मानित

राष्ट्रीय साक्षरता दिवस के मौके पर उपराष्ट्रपति भैरों सिंह शेखावत, साक्षरता और प्रौढ़ शिक्षा के क्षेत्र में उल्लेखनीय काम करने वाले संस्थानों को सत्येन मैत्रा स्मृति साक्षरता पुरस्कार और एनएलएम-यूनेस्को पुरस्कार औरंगाबाद (महाराष्ट्र) के जन शिक्षण संस्थान, कोलकत्ता (पश्चिम बंगाल) के स्टेट रिसोर्स सेंटर और तिरुपति (आंध्र प्रदेश) स्थित श्री वेंकटेश्वर विश्वविद्यालय के डिपार्टमेंट ऑफ अडल्ट कॉन्टिन्युइंग एजुकेशन एंड एक्सटेंशन को दिए गए। सत्येन मैत्रा स्मृति पुरस्कार के लिए जिन जिलों को चुना गया है, उनमें छांगलांग (अरुणाचल प्रदेश), हनुमान गढ़ (राजस्थान), धुथुकुड़ी (तमिलनाडु), कोलम (केरल) और कडपा (आंध्र प्रदेश) शामिल हैं। यह पुरस्कार कोलकत्ता के जाने-माने शिक्षाविद् और प्रौढ़ शिक्षा के क्षेत्र में उल्लेखनीय काम करने वाले महान समाज सुधारक सत्येन मैत्रा की स्मृति में दिया जाता है।

वे विजय कर सकते हैं, जिन्हें विश्वास है कि वे कर सकते हैं।

एम्सर्न

# Indian Adult Education Association

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## 55th ALL INDIA ADULT EDUCATION CONFERENCE, ABU ROAD (RAJASTHAN) February 21-23, 2007.

Dear Sir/Madam,

It gives me great pleasure to inform you that the Indian Adult Education Association — in joint collaboration with Prajapita Brahma Kumaris Ishwariya Vishwa Vidyalaya, Abu Road (Rajasthan) and with assistance of NLM will be organising its 55th All India Adult Education Conference at Shantivan Campus, Abu Road (Rajasthan) from February 21-23, 2007. The theme of the Conference is “ **Women, Education and Development**”.

I shall be grateful if you could kindly attend the Conference and/or nominate two representatives. You are requested to convey your willingness to attend the Conference by January 15, 2007 at the latest to enable us to send confirmation of your participation. After this no request will be acceded.

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Delegates may kindly ensure their return reservation from their starting stations well in advance as it will be difficult to make reservation on arrival at Abu Road.

Looking forward to hear from you and wishing you to meet at Abu.

With personal regards,

( DR. MADAN SINGH )  
General Secretary

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

***Abu Road is situated on Ahmedabad-Delhi Main Railway line. It is well connected from Delhi, Ajmer, Jaipur, Ahmedabad, Udaipur etc.***

## लक्ष्य से पिछड़ा सर्व शिक्षा अभियान

सर्व शिक्षा अभियान के तहत सरकार द्वारा तय लक्ष्य पूरे नहीं किए जा सके हैं। इन लक्ष्यों में नए स्कूल खोलने, टीचरों की नियुक्ति, स्कूलों के भवन बनाने, एजुकेशन गारंटी स्कीम के तहत रजिस्ट्रेशन, छात्रों को मुफ्त किताबें बांटना आदि शामिल है। इस अभियान के तहत न तो करीब दो लाख टीचरों की भर्ती हो सकी है, ना ही २८ हजार से ज्यादा स्कूलों का निर्माण हो पाया है।

देश में ६ से १४ साल की उम्र के सभी बच्चों को शिक्षा उपलब्ध कराने के लक्ष्य से सर्व शिक्षा अभियान की शुरुआत की गयी थी और २००७ तक प्राइमरी स्तर पर शिक्षा का अंतर समाप्त करना तय किया गया था। इसमें केंद्र और राज्य सरकारों की

आर्थिक तौर पर भागीदारी रखी गई है, जिसमें उत्तर-पूर्वी राज्यों को छोड़कर बाकी सभी राज्यों को खर्च का केवल २५ प्रतिशत हिस्सा ही देना था। २ साल २००५-०६ और २००६-०७ के लिए उत्तर-पूर्वी राज्यों के हिस्से के खर्च का १५ प्रतिशत भाग डोयनर (उत्तर-पूर्वी क्षेत्रीय विकास) मंत्रालय को वहन करना है। उत्तर-पूर्वी राज्यों सहित सभी राज्यों के लिए खर्च का ७५ प्रतिशत हिस्सा केन्द्र सरकार को वहन करना है।

सर्व शिक्षा अभियान की प्रगति की निगरानी का काम प्रधानमंत्री की अध्यक्षता वाला नेशनल मिशन के जिम्मे है। इस अभियान के लिए पिछले साल के ७१५६ करोड़ रुपए से इस बार ४१ प्रतिशत ज्यादा यानी ११ हजार करोड़ रुपये रखे गए हैं।

सरकारी आकड़ों के अनुसार यह अभियान अपने लक्ष्य के तहत पिछले साल खुलने वाले स्कूलों की संख्या से करीब २८ हजार से पिछड़ गया। इसमें मार्च २००६ तक एक लाख ५७ हजार ९६७ स्कूल खोले जाने थे लेकिन एक लाख २९ हजार ८९३ स्कूल ही खोले जा सके। इसी तरह पिछले साल कुल ७ लाख ७६ हजार १८ टीचरों की भर्ती होनी थी लेकिन ५ लाख ९२ हजार २१८ टीचर ही नियुक्त किए गए, यानी लक्ष्य से एक लाख ८३ हजार ८०० टीचर कम। एजुकेशन गारंटी स्कीम में पिछले साल ८७ लाख बच्चों को शामिल किया जाना था लेकिन ७१ लाख बच्चे ही शामिल किए जा सके। बच्चों को मुफ्त किताबें बांटने का लक्ष्य भी पूरा नहीं किया जा सका। लक्ष्य था ६ करोड़ १० लाख का और किताबें बंटी ५ करोड़ ३६ लाख।

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TO

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Editor-in-Chief: **KC Choudhary**

Editor: **Dr. Madan Singh**



### HRD desperate to justify more funds in next Plan

The Human Resource Development Ministry officials these days are busy with an internal exercise to justify its demands for more funds even as the Planning Commission is giving final touches to the XIth Plan Approach Paper.

The Ministry has set up six sub-committees to prepare the grounds so that it can convince an unwilling Finance Ministry, already worried about demand for a huge HRD bill.

The sub-committees are monitoring last minute progress in various projects and their outcome to mount pressure on the Union and State Governments to achieve their targets within given time-frame so that the Ministry can justify the demand for more funds.

At the same time, they are also addressing the concerns of the Planning Commission, which feels the funds should be utilised in a more effective manner to spread education.

HRD secretary Champak Chatterjee had informed Cabinet

Secretary BK Chaturvedi that these sub-committees would not only closely monitor progress but will also ensure that backlogs and remaining gray areas are removed with a sense of urgency by various State agencies.

The sub-committees will closely monitor implementation of HRD's programmes like Sarva Siksha Abhiyan (specially the schemes for minorities and other socially disadvantaged groups), Midday Meal Scheme, Adolescent Education, Girls Education, Adult Education and Teachers' Education. Chatterjee has assured Chaturvedi that the HRD Ministry would clear all the 'backlog of vacancies of SC and ST' teachers at the earliest.

The letter said autonomous bodies like Kendriya Vidyalaya Sangathans (KVS), Navodaya Vidyalaya Samati (NVS), Central Board of Secondary Education (CBSE) and Tibetan Schools Administration (CTA) had been asked to review position on

filling up of backlog vacancies of SC and ST.

Chatterjee also informed the Cabinet secretary that the agencies failing to achieve the target had been asked to give a detailed explanation why the target (of filling up vacancies) couldn't be achieved.

HRD secretary has assured the Cabinet secretary that he would hold review meetings every month till these backlogs were cleared. The internal exercise assumes special significance in the backdrop of the draft for the XIth Plan, which had expressed despair over the shortage of teachers.

A report by the CAG on the status of the SSA had also pointed out many instances of wastage of funds and the drop out rates had not declined as per expectations.

Sources believe that HRD Minister now wants to put pressure on Central and State Government agencies to optimise their performance so that the Ministry's demand for more funds is convincing

*Anyone who never made a mistake has never tried anything new*  
Albert Einstein

## Over 1,500 universities, more private participation..

### ...PM's Knowledge Commission identifies eight main areas to focus on education

In order to make India a knowledge superpower, there has to be major reforms in the education system first. To this effect, the National Knowledge Commission (NKC) will soon submit a set of 10 recommendations to the Prime Minister's Office, including one on reforms in higher education.

According to NKC chairman Sam Pitroda, the Commission touched on issues like people-friendly portals; reforms in primary, secondary and higher education; protecting traditional knowledge base; and incentives to youngsters for innovations and entrepreneurship. "The recommendations will be finalised in 60 to 90 days and are at an advanced stage of discussion," he said at an interactive session organised by the Confederation of Indian Industry.

Among the recommendations are GIS mapping of the country on a website; and setting up portals on water, energy, environment, knowledge network, higher education, intellectual property rights, traditional knowledge and health issues. "This will enhance our knowledge base and bring more transparency in government," Pitroda explained.

The chairman, however, said the recommendations on higher education may prove controversial. "When we spoke on reservations, there were all types of allegations against us. I anticipate a similar storm when we submit our recommendations. But we are not afraid to break barriers," he said.

The NKC is likely to suggest starting English lessons from an early stage, increasing the number of universities to over

1,500, more private participation in education, more regulatory mechanisms to improve the quality of education, and structural reforms in educational institutions. "Degrees issued in Bihar and Chhattisgarh are of no value whereas IIM and IIT graduates are considered the best in the world. Such anomalies need to be removed to realise India's true knowledge powerhouse," Pitroda said.

Pointing out that only seven per cent of children in the country go for higher education, Pitroda said: "We need to increase enrollment to 18 per cent in the next five years." He sought a target access to knowledge through eight main areas — "literacy, reservations, affirmatory programmes, libraries, languages, translation, networks and portals

*contd. on pg. 3*

## Chamba dist has only 3.65 pc graduates

Only 3.65 per cent out of a population of 4,60,887 persons in Chamba district are graduates and above compared to the state-level figure of 5.46 per cent, who have completed graduation and postgraduation on Himachal as per 2001 census report.

This was revealed at a workshop organised by the Directorate of Census Operations, Himachal.

Heads of different departments of the district, research scholars and representatives of non-governmental organisations

participated in the workshop. The Deputy Commissioner of Chamba, Mr Pushendra Rajput, was the chief guest of the workshop.

In Chamba district, 2,46,169 persons out of a population of 4,60,887 were literate who included 1.77 per cent literate without educational level, 29.30 per cent below primary, 30.61 percent primary, 13.90 per cent middle, 14.92 per cent matric and 5.03 per cent higher and senior secondary.

The 67.17 per cent women

literate up to primary level had outnumbered male literates of 58.30 per cent in the district.

Mr Arjun S. Negi, Assistant Director of Census Operations, Himachal disclosed sex ratio of population in the age group up to six years had come down to 955 females against per 1,000 males in Chamba district which was 961 for rural and 853 for urban areas.

*You are invited to the festival of  
this world and your life is blessed.  
\*Rabindranath Tagore*

## India begins to learn; Sarva Shiksha Abhiyan succeeds

THE Sarva Shiksha Abhiyana has generated an unprecedented awareness about education. This intense school-community interface might lay the foundation for a sustained progress towards providing everyone with quality education.

The first joint review Mission that visited eight major sample states in February, 2005, found that the programme had generated considerable interest and commitment and put elementary education on the development agenda. The political executive, governmental functionaries, departments of education, are all involved in not only implementing the programme, but also moulding it to suit state-specific situations.

Enrollment drives, learning-achievement surveys, alternative learning situations like bridge courses and Shishu Shiksha Kendras illustrate how the states have adopted the national outlook. Additional teachers, bigger, better buildings; new teaching/learning material and PTA meetings have increased community participation in school development. The enrollments has also gone up, attendance of students and teachers has improved and accountability has been enhanced.

The SSA, according to the review, has improved access to schooling. Contextualised approach has helped establish schools in even remote areas and for hitherto unreached populations. Education guarantee scheme centres in deep forests, isolated islands and hilly terrain have changed the socio-cultural matrix of many communities.

The programme has also brought forth a dedicated group of educated youth acting as instructors in the interior.

Their knowledge of culture, language and the social mores of the communities has helped them establish a rapport with the groups of learners, resulting in the enrollment of a large number of first-generation learners.

In the eight states that the mission visited, the number of out of school children, nearly 12 million in January 2003 had come down to three million in just two years. New schools, EGS centres and early childhood education (ECE) facilities brought education closer to communities.

Barring a few exceptions like West Bengal, the pupil-teacher ratio is approaching a manageable 40:1. Schools have become more child-friendly and teachers have increasingly become aware of the efficacy of child-centred, activity-based pedagogy. Textbooks have now given way to workbooks and supplementary material.

The SSA has brought together an increasing number of NGOs and civil society partners into a collaborative relationship. Wider participation based on a shared vision and commitment to mission goals is perhaps the most crucial factor that can ensure sustainability of the national endeavour.

However, aligning all activities of the mission goals is central to accelerating reforms. Civil works, that absorb about one-third of SSA funding, should be

treated as an integral part of the learning environment. With gross enrollment ratio reaching 100 per cent, the attention should now shift to attendance and prevention of dropout. The classroom processes hold the key for this, as considerable work remains to be done. □

*from pg. 2*

### **Over 1,500 universities...**

are the key areas". He said he felt India could create half a million translation jobs in three to four years if the government took the initiative.

Pitroda identified agriculture, health, small and medium industries, and traditional knowledge as areas for application of knowledge. Referring to the Foundation for Revitalization, set up in Bangalore to document 12,000 indigenous medical plants, he said: "More such independent efforts are required. We cannot leave everything to the government."

The Commission has five focus points — access to knowledge, concepts, knowledge creation, services and applications. "We intend to modernise these as per the needs of the 21st century, education being one little subset with the main focus on knowledge as a broader prospect."

India's foreign exchange reserves have risen to \$ 150 billion from \$ 2 billion in just two decades because it is seen as a knowledge powerhouse. □

**55th ALL INDIA ADULT EDUCATION CONFERENCE, ABU  
ROAD (RAJASTHAN) February 21-23, 2007.**

Dear Sir/Madam,

It gives me great pleasure to inform you that the Indian Adult Education Association — in joint collaboration with Prajapita Brahma Kumaris Ishwariya Vishwa Vidyalaya, Abu Road (Rajasthan) will be organising its 55th All India Adult Education Conference at Shantivan Campus, Talheti, Abu Road (Rajasthan) from February 21-23, 2007. The theme of the Conference is "Women Education and Development".

I shall be grateful if you could kindly attend the Conference and/or nominate a representative. You are requested to convey your willingness to attend the Conference by January 15, 2007 at the latest to enable us to send confirmation of your participation. After this no request will be acceded.

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**NOTICE OF THE GENERAL BODY MEETING  
TO ALL MEMBERS OF IAEA**

Dear Friend,

A meeting of the General Body of the Indian Adult Education Association will be held at Prajapita Brahma Kumaris Ishwariya Vishwa Vidyalaya, Shantivan, Talheti, Abu Road (Rajasthan) on February 22nd 2007 at 17.00 hrs.

The agenda for the meeting will be as follows:

1. Confirmation of the minutes of the last meetings held at Bhubaneswar on February 17th, 2006 and special General Body Meeting held at Bhopal
2. Adoption of the Report of the Association for 2006.
3. Adoption of the Audited Statement of Accounts for the year 2005-2006.
4. Appointment of the auditors for the year 2007-2008.
5. Any other business with the permission of the Chair.

Members are requested to attend.

Dr. Madan Singh  
General Secretary

N.B. Copies of Report and audited statement of accounts can be had on request from IAEA Office. Otherwise these will be available at the Conference Office at Abu from February 20-22, 2007.

**IDENTITY CARDS FOR LIFE MEMBERS**

All those Life Members of the Association who have already submitted duly filled proforma along with three copies of their passport size photograph in response to the General Secretary's notice sent by Registered post and in the IAEA Newsletter from time to time, shall be sent ID Cards shortly.

The new Life Membership Identity Cards shall be compulsory for all members of the Association for their identification for the purpose of Elections of IAEA Executive Committee, Election of Regional/Local Branches, to attend IAEA Annual General Body Meeting, to avail Amarnath Jha Library facilities etc.

The members who have not sent the information in prescribed proforma are requested to send the information latest by 31st December 2006 alongwith 3 photographs and Demand Draft of Rs. 50, failing which no correspondence will be made with them as member and they shall not be entitled to exercise their membership rights without ID cards.

General Secretary

*It is not the strongest of the species that survive, nor most intelligent, but the one most responsive to change.*

Charles Darwin

# 55th ALL INDIA ADULT EDUCATION CONFERENCE

on  
*Women Education and Development*

Jointly Organized by  
**INDIAN ADULT EDUCATION ASSOCIATION,**  
and  
Prajapita Brahma Kumaris Ishwariya Vishwa Vidyalaya,  
at Shantivan Campus, Talheti, Abu Road, Rajasthan

*February 21-23, 2007*

## REGISTRATION FORM

1. **Name** \_\_\_\_\_
2. **Designation** \_\_\_\_\_
3. **Organization, (if any)** \_\_\_\_\_
4. **Mailing Address** \_\_\_\_\_

Tel. STD Code \_\_\_\_\_ (O) \_\_\_\_\_ (R) \_\_\_\_\_

Fax \_\_\_\_\_ E-mail \_\_\_\_\_

5. **Age** \_\_\_\_\_
6. **Qualifications** \_\_\_\_\_
7. **Experience** \_\_\_\_\_
8. **Arrival Date and Time** \_\_\_\_\_
9. **Departure Date and Time** \_\_\_\_\_
10. **Any other information** \_\_\_\_\_

**Date:** \_\_\_\_\_

\_\_\_\_\_  
**Signature**

## गैर-हाजिर रहने वाले शिक्षकों पर कसेगा शिकंजा

सरकार से तनखाह लेने के बाद भी स्कूल से गायब रहने और बच्चों को न पढ़ाने वाले शिक्षकों के लिए आने वाला साल भारी पड़ सकता है। सरकार की नजर उन पर है। वह पता लगा रही है कि देश में ऐसे शिक्षकों की स्थिति में सुधार हुआ है या नहीं। साफ है कि न सुधरने वाले शिक्षकों पर शिकंजा कसा जाएगा।

स्कूलों से शिक्षकों के गायब रहने की समस्या

नई नहीं है। इससे पहले देशभर में कराए गए सर्वे में खुलासा हुआ था कि सरकारी स्कूल के लगभग एक-चौथाई शिक्षक बिना पढ़ाए ही तनखाह लेते हैं। इस मामले में झारखंड देश में सबसे आगे साबित हुआ था, जहां के ३९ प्रतिशत शिक्षक स्कूलों से गैर-हाजिर रहते थे। इस मामले में बिहार, पंजाब, उत्तरांचल और उत्तर प्रदेश जैसे राज्य ज्यादा खराब रिकार्ड वाले पाए गए थे। सूत्रों के मुताबिक सरकार ११वीं योजना में बुनियादी शिक्षा की तस्वीर बदलना चाहती है, लिहाजा स्कूलों में पढ़ाई की इस सबसे बड़ी खामी को दूर करना चाहती है। यही वजह है कि वह स्कूलों से गैर-हाजिर रहने वाले शिक्षकों का भी सर्वे करा रही है। सूत्रों ने बताया कि मानव संसाधन विकास मंत्रालय इस बाबत राज्यों को जरूरी निर्देश पहले ही

दे चुका है। सर्वे की रिपोर्ट इस साल दिसंबर या फिर अगले साल जनवरी महीने तक आने की उम्मीद है। शिक्षकों के साथ ही इस सर्वे के जरिए बीच में पढ़ाई छोड़ देने वाले (ड्रॉप आउट) बच्चों की ताजा स्थिति का भी पता लगाया जाएगा, ताकि पूर्व की स्थिति में सुधार का आंकलन किया जा सके।

इतना ही नहीं, सर्वे में अनुसूचित जाति, जनजाति, पिछड़े वर्ग व

- सरकार करा रही है सर्वे, बीच में पढ़ाई छोड़ने वाले बच्चों की ताजा स्थिति का पता चलेगा
- दलितों, अल्पसंख्यकों और पिछड़ों के स्कूल न

अल्पसंख्यकों के ६ से १४ साल की आयु वर्ग में स्कूल न जाने वाले बच्चों की भी पड़ताल की जा रही है। बताते हैं कि ११वीं पंचवर्षीय योजना के लिए बुनियादी शिक्षा के कार्यक्रमों और योजनाओं को बनाने में इस सर्वे के नतीजों को भी आधार बनाया जाएगा।

गौरतलब है कि प्राथमिक स्कूलों में दाखिला, लेने वाले लगभग ४२ प्रतिशत बच्चे अभी भी वहीं नहीं रुक रहे हैं, जबकि पांचवी के पहले ही पढ़ाई छोड़ देते हैं। ऐसे भी बच्चे, जो स्कूल में मिलने वाले मिड डे मील (दोपहर का भोजन) को लेने के बाद निकल लेते हैं। यह खुलासा जिला शिक्षा सूचना केन्द्रों की सूचनाओं पर आधारित राष्ट्रीय शैक्षिक योजना एवं प्रशासन संस्थान (नीपा) की रिपोर्ट से हो चुका है।

## दुनिया में ज्यादातर प्रौढ़ महिलाएं नहीं हैं साक्षर

विश्व में ७७ करोड़ निरक्षर प्रौढ़ों में से लगभग दो तिहाई महिलाएं हैं। साक्षरता एक अधिकार होने के बाद भी विश्व की पांचवें हिस्से की प्रौढ़ जनसंख्या इससे अभी वंचित है। यूनेस्को का मानना है कि संसार की साक्षरता चुनौती साक्षरता के महत्व की पहचान को वास्तविक रूप से अभिव्यक्त करना है।

यूनेस्को का मानना है कि कई गरीब देशों ने महत्वपूर्ण उपलब्धियां प्राप्त की हैं। सभी के लिए शिक्षा संबंधी यूनान की ग्लोबल मॉनिटरिंग रिपोर्ट बताती है कि सब सहारा अफ्रीका, साउथ और वेस्ट एशिया में प्राथमिक शिक्षा के नामांकन में वृद्धि हुई है। प्रत्येक क्षेत्र में २० लाख नए छात्र हैं। मानव संसाधन विकास मंत्री अर्जुन सिंह का कहना है कि राष्ट्रीय साक्षरता मिशन के तहत विशेष साक्षरता अभियानों के माध्यम से कुल १५० न्यून साक्षरता जिलों में से १३४ जिलों को इस अभियान में शामिल किया जा चुका है। ७४ जिलों में निरक्षरता को दूर करने के लिए परियोजनाएं बनाई गई हैं। बाकी ६० जिलों में संपूर्ण साक्षरता अभियान या उत्तर साक्षरता कार्यक्रम के अंतर्गत लोगो के लिए अभियान जारी है।

प्रौढ़ शिक्षा को मानव संसाधनों, उत्पादकता, श्रम शक्ति से रोजगार के अवसर बढ़ाने के एक साधन के रूप में देखा जा रहा है। जन शिक्षण संस्थानों ने प्रौढ़ शिक्षा व सामाजिक आर्थिक विकास को आपस में जोड़ने के संकेत दिए हैं।

विद्या के लिए मोमबत्ती की तरह पिघलना चाहिए ।

अज्ञात

## 'All of Delhi should have good schools'

The Neighbourhood system may have been devised keeping the child's need in mind – so that he or she does not end up travelling long distance to school – but parents say there are not enough quality schools all over the city. Even the Ashok Ganguly committee report concedes this and has recommended that an educational zoning of the city be conducted within three years to identify areas that do not have enough quality schools.

"It can be said with a fair degree of assurance that several Delhi schools provide education of a very high quality.. there, are also a very large number of schools which do not provide even a basic minimum of worthwhile education," the report states.

In its report to the Delhi High

Court, the Ganguly committee has recommended that government and private agencies involved in providing education in the city pay attention to the availability of quality schooling.

"If you have a school map of Delhi, you can open a school instead of a mail wherever the land and requirement exists. In south Delhi, for instance, there is a concentration of private schools and more want open. But the neighbourhood scheme will be successful only if the government –run schools also provide education of a comparable quality and there is a fair distribution of private schools," said Ashok Ganguly, CBSE chairman who headed the HC committee.

The report also recommends that private initiative to open schools in areas that have a lower

concentration of schools should be encouraged by the government. "The stress is also on education at an affordable cost," said Ganguly.

Ganguly also says that the feedback received from parents by the committee set up by the high court was overwhelmingly in favour of the adoption of a neighbourhood policy in nursery admission. "Over 90 percent of the respondents wanted it which cannot be overlooked," he said.

Although the new specifications only apply to nursery schools at present, the report suggests that this can be implemented for other classes in a phased manner. "We can take a period of 10 years and make the changes slowly. The improvement will finally manifest as a common school system," said Ganguly

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TO

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Editor: **Dr. Madan Singh**



## Education for all: Mixed results HP Lag Behind UP, WB & Bihar Recover

The first six months of the Sarva Shiksha Abhiyan (SSA) in the current financial year have shown mixed results with leading performers of last year like Tamil Nadu and Himachal Pradesh lagging behind while others like Bihar, UP and West Bengal — among the worst performers last year — making remarkable recovery.

Orissa and Assam's performance, to say the least, looks beyond redemption. While Orissa spent only 27% of its SSA budget in first six months of this financial year, Assam's expenditure was quite low at 11%. HRD minister has written to Assam chief minister Tarun Gogoi seeking his attention to the poor performance and asking him to ensure that no child misses the education bus. In case of Orissa, ministry has asked the Chief secretary to put its act together.

As per the figures till September 30, while Centre released to states 72% of the SSA budget of

Rs 11,000 crore. States have not really been able to display similar enthusiasm in performance.

In Bihar and West Bengal, new project teams are working overtime to bridge the divide which left these two with little hope last year. While West Bengal is recruiting teachers in a big way, it is also putting in place a more formal set-up to take care of SSA. Bengal has so far spent 53% of its SSA budget.

Bihar, which lagged behind last year also due to two successive assembly elections, is not only recruiting teachers in a big way but is also improvising and keeping quality inputs at the policy level. It has spent 50% of its SSA budget.

Among the better performing states, Mizoram has been able to spend 99% of its SSA budget (75% Centre, 25% states. In case of North-East states 90% Centre, 10% states) so far. UP has spent 79% of its allocation, while Uttaranchal and Karnataka

have shown expenditure of 81% and 87% of their budget. Continuous follow up from the Centre, has resulted in 84% expenditure by J&K, while Jharkhand, mired in the textbook controversy last year, has spent 73% of its SSA budget. One can predict a major improvement in terms of enrolment, classrooms, teachers and decline in dropout rates and other such indicators when the final figures of these states emerge.

Tamil Nadu, which has always done better, could spend only 42% of its budget. Sources ascribe the decline in its performance to local body elections which saw the model code of conduct in place. It is expected that TN would make up for its poor spending. Himachal Pradesh, which made its mark for being a fully literate state, is also lagging behind, having spent only 58% of the budget.

*Books are the lighthouses erected in the great sea of time*

-E.P. Whipple

# Southern Regional Seminar on Adult Education

## November 30th to 1st December 2006

The Department of Adult Continuing Education & Extension, Gandhigram Rural University (GRU), Gandhigram and Indian Adult Education Association, New Delhi, Jointly organised a 2 day regional seminar at Gandhigram on 30th November and 1st December 2006. Dr. K. Kulandaivel, Chancellor, Avinashilingam University for Women, Coimbatore inaugurated the seminar. Dr. N. Markandan, former Vice Chancellor, GRU presided over the function. Dr. K. Sivadasan Pillai, Vice President, Indian Adult Education Association, delivered the keynote address.

The seminar was organised through four technical sessions on the following themes:-

- Session I - **Continuing Education : Problems and Prospects**
- Session II - **Past, Present and Future of Continuing Education**
- Session III - **Strategies for Continuing Education through Information Communication Technology**
- Session IV - **Strategies for Entrepreneurial Skills : through Continuing Education**

20 papers were presented during these sessions by the participants from different institutions of South India. Total number of participants was 60 who came from JSSs, SRCs, Adult Continuing Education Departments of Universities and NGOs. The Valedictory address was delivered by Dr. B.S. Nagarajan, former Director, Department of Adult Continuing Education & Extension, GRU, Gandhigram. Dr. L. Raja Assistant Director and Joint Coordinator of the seminar presented the proceedings of the seminar.

The following recommendations were made by the seminar:-

1. Further Education of the Educated (Professional Education, Vocational, Technical, Open Learning)
2. Continuing Education as a continuous programme in social, economic and educational development
3. Political commitment is essential
4. A proper policy has to be introduced for Continuing Education
5. Mobilization of resources from various sources for conducting Continuing Education.
6. Enrich the Quality of Continuing Education
7. Manpower Development training is essential
8. Sustainability in Continuing Education throughout the country
9. Institutional roles have to be incorporated
  - a. Involving Panchayati Raj Institutions
  - b. SLMA, ZSS, JSS
  - c. State Resource Centre
  - d. Non-Governmental Organizations' involvement in Continuing Education
  - e. Proper coordination among the Universities (Conventional, Open)
  - f. Open Schooling strategies to be followed
  - g. Technical Institutions should involve themselves in literacy training
  - h. Other Educational Institutions to adopt literacy and extension activities
10. Technical Support
  - State level, district level/regional level, Technical resource groups (Engineering Colleges, Polytechnic Colleges, Medical Colleges, Universities, other technical institutes, Cooperatives, Banks, Jana Sikshan Sansthan, State Resource Centres, etc.).
  11. Strengthening Monitoring and Evaluation Strategies
  12. Research & Development (Policy)
  13. Clearing House concept in CE
  14. Minimum Spoken English Training is necessary for the Adult Educators to cope with the ICT.



## Govt. opens education door to child labour

The hospitality industry and the domestic helps under the child labour regulations from October 10, the government now plans to set up residential schools in every district for child labourers.

A five-year-rehabilitation blueprint — the biggest-ever project drawn up by the ministry of labour — will cover 1.26 crore child labourers.

The ministry has asked the Planning Commission for Rs 1,500 crore to cover 600 districts under the National Child Labour Project (NCLP) as against 250 districts, at present.

Ministry officials said children, aged between 9 to 14, working in 57 hazardous industries, dhabas and at homes, will be covered under the revised project. "NGOs will be authorised to open residential schools for 40 children in every district to bring them to the mainstream," the official said.

These schools will be set up after a detailed survey by a district-level committee headed by district collector, who will monitor the scheme.

The schools will be set up near child labour endemic areas and the students will be given a stipend of Rs 100 per month. They will also be brought under other government schemes like the Sarva Siksha Abhiyan, the official said.

Ambitious it may sound, questions on its feasibility abound: whether it will work or not like most other government schemes.

Officials, however, cite the

Andhra Pradesh model to prove that child labour figures have come down in areas under the NCLP. But they refuse to set a deadline for complete eradication of child labour.

"There are a number of factors linked to child labour and we are not the nodal ministry to deal with all the issues," the official explained.

Education apart, the government has now broadened its focus to identify child labour endemic areas in the country, which need special focus.

Places like Sitamarhi in Bihar and West Godavari district in Andhra Pradesh are the biggest source of child labour — supplying the bulk of little boys and girls to the metropolitan cities. "The need of the hour is to tackle the problem of employment in specific locations," the official emphasised.

As part of the new strategy, every state government has submitted action plans to deal with the problem of child labour. Most states have promised to work on rehabilitation and training of child labourers. "We will come up with the National Vocational Training Mission before next year to support the state government initiatives," the ministry official promised.

India banned hiring of children under 14 as domestic helps, industrial labour and in unorganised sectors last month.

## 55<sup>th</sup> All India Adult Education Conference Mount Abu, Rajasthan

Indian Adult Education Association in joint collaboration with Prajapita Brahma Kumaris Ishwariya Vishwa Vidyalaya, Abu Road (Rajasthan) will be organising 55<sup>th</sup> All India Adult Education Conference at Shantivan Campus, Talheti, Abu Road (Rajasthan) from February 21-23, 2007. The theme of the Conference is "Women Education and Development". The lodging arrangements will be made in the hostels of Prajapita Brahma Kumaris Ishwariya Vishwa Vidyalaya.

Delegation fee of Rs. 250/- and subsidized boarding and lodging charges of Rs. 500/- i.e. a total of Rs. 750/- is required to be sent to the General Secretary, Indian Adult Education Association, 17-B, I.P. Estate, New Delhi through Bank Draft in favour of "Indian Adult Education Association" payable at New Delhi.

Delegates may kindly ensure their return reservation from their starting stations well in advance as it will be difficult to make reservation on arrival at Abu Road.

*A pessimist sees the difficulty in every opportunity; an optimist sees the opportunity in every difficulty*

*- Winston Churchill*

## HRD's latest – interactive e-books

The classroom is soon going to shrink. And the window of learning will expand with the Human Resource Development Ministry planning a one-stop education portal.

The website called Sakshat will initially have Class XI and Class XII NCERT textbooks with multimedia representation of graphics, pictures and historical characters.

To make learning easier, each chapter will have tutorials, links to reference material, lectures from top education institutions such as MIT, rapid-fire questions and answers, and a programme to test a student's learning ability.

So if a student wants to improve his algebra, he will find questions on the website with answers and explanations for each step. And if the student is still confused, he or she can opt

for a teacher. "A student will e-mail his or her query to a teacher at the call centre who will reply instantly," a ministry official told HT.

Unlike schools, where tests are periodic, the website will provide instant tests and results comparable with the previous attempts. "The server will keep a record of previous data of a particular student and it will be available in form of a graph," the official said.

Information on a student's performance in the classroom will also be available on the portal as all schools will register with Sakshat and update students' record.

While teachers welcome the concept, some like Lata Vaidyanathan, principal of Modern School, Bharakhamba Road, point out that only 5 per cent homes in India have computer access. A

solution to this, according to a senior ministry official, is being worked out. "We are in consultation with the IT Ministry to develop a \$10 laptop for schoolchildren," the official said.

Students are both excited and anxious. "I will visit the portal if it will help me in improving my examination score," said Himani Kamboj of KV, Pitampura. Anbhav Kumar of Saint Xaviers had a different take: "Now, parents will get another tool to put pressure on children to perform."

The ministry is targeting to cover 50 crore people. "In five years it will be a portal for all education needs," the official said. Vaidyanathan, however, adds a word of caution: the website should not be projected as replacement of a classroom. The technology can only supplement the process of learning. □

## Don't hire but educate children : PM

### Manmohan's clarion call: let us create a moral force to build our country free of child labour

Prime Minister Dr. Manmohan Singh on Monday called for abolition of child labour. Children must, instead, be given education, he said.

His appeal comes on the eve of enforcement of the ban on their employment as domestic help or servants at roadside eateries, hotels and recreational centres.

"Our nation has solemnly pledged that children are not engaged in any form of work at the cost of their right to education. As a major step in this direction,

I call upon each one of you to stop employing children as workers and actively encourage them to join schools.

"Our Government has added employment of children as domestic help or servants at dhabas, restaurants, hotels, motels, teashops, resorts or in other recreational centres to the list of occupations prohibited under the Child Labour (Prohibition and Regulation) Act 1986. It will be enforced from October 10, 2006. Firm action will be taken against

those violating the law. Arrangements had been made for providing education to those released from work under Sarva Shiksha Abhiyan.

"I appeal to the citizens, forums representing voices of all sections, employees of government and other public institutions to join the endeavour in ensuring that the law is implemented. Let us create a moral force to build our country free of child labour, paving the way



## FORTHCOMING PUBLICATION

# NEW COMPANION TO ADULT EDUCATORS

BY DR. MADAN SINGH

### BOOK REVIEW

New Companion to Adult Educators is a modified, enlarged and updated edition of his previous book – 'Companion to Adult Educators', which was released by late Shri K. R. Narayanan, the then President of India at the Vigyan Bhawan, New Delhi on the International Literacy Day (ILD) - 8<sup>th</sup> September, 1999. The book deals with all aspects of adult education, extension and lifelong education and its various extensions. It presents a comprehensive and systematic account of adult education and lifelong education activities/programmes/movements in India. The volume also draws upon adult and lifelong education experiences in a number of foreign countries. Alongwith an investigation of theoretical aspects of adult education, it incorporates guidance and useful suggestions for officials and functionaries involved in the management of adult and lifelong education programmes at all levels.

This volume is an indispensable tool for all adult education activists, academics, practitioners, policy-makers, planners, etc. This book will be equally useful for students of adult education, extension and lifelong education in universities and institutes of higher education.

### ABOUT THE AUTHOR



Dr. Madan Singh, M.S.W., PhD, Former Director, State Resource Centre, Uttar Pradesh and currently the General Secretary, Indian Adult Education Association, New Delhi, is a well-known academic. He has been serving in the

field of adult education, extension and lifelong education for last 42 years. He has studied adult education and non-formal education systems including lifelong education in several countries-Thailand, U.K., Indonesia, Singapore, Nepal, France and Portugal.

Having devoted his entire career to the service of adult education, extension and lifelong education, he has several publications to his credit-Saksharta Shikshakon Evam Prashikshakon Ke Liye Nirdeshan Pustika (1968), Role of Universities in Promoting Adult Education in Urban Settings (1968), Samudayik Kalyan Ke Liye Shaikshik Sansthaon Ka Upyog (1969), Shiksha Ka Swaroop (1972), Anudeshak Salahkar (1987, 1991), Kathputli Nirman Evam Sanchalan Sandarshika (1990), Praudh Shiksha Salahkar (1983, 1985, 1990, 1992, 1998, 2001), AIDS Series (1995), Adult Education and Modernisation (1996), Praudh Shiksha : Itihas Aur Andolan (1998), Companion to Adult Educators (1999), Adult Education in 21<sup>st</sup> Century (2001) and New Companion to Adult Educators (2007).

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## Primary education, a problem area

### What is status of primary education in India?

Not very good. Though under the Sarva Siksha Abhiyan scheme the government has been able to bring children to schools, retaining them is a huge problem. As many as 31 percent students drop out by the time they reach Class V. A primary reason for students leaving schools is poor teaching and learning standards in schools. Joint secretary in the HRD ministry Kesa Desiraju says "something is wrong with quality of teaching in schools". Many schools lack basic infrastructure like blackboards, drinking water facility and teachers.

### What are the areas of concern?

Participation of students from the weaker sections like Schedule Castes, Scheduled Tribes and Other Backward Classes, girls and Muslims is very less. Those who enroll from these sections also have a high drop-out rate. The government has not been able to attract them to education adequately. Many states do not have enough primary schools. Curriculum content is another problem area. Some academicians favour more local content to attract students, others say, effort should be made for improving learning levels.

There is urgent need to check the dropout rate at the primary stage particularly among the girls of the weaker sections of the society.

## CAG raps govt on elementary education plan

The realisation of the government's ambitious plan to provide universal elementary education (UEE) to all children between 6 and 14 by 2010 seems an unattainable task considering that numerous surveys have pointed out the Sarva Shiksha Abhiyan has recorded slow progress.

"The performance audit revealed slow progress of implementation of the programme and poor utilisation of funds as well as a certain lack of seriousness as reflected in the composition of the structures set up to implement the scheme (SSA) which was not commensurate with its national importance and overall objectives," says the Comptroller and Auditor General's report on the performance of the SSA in Delhi.

Under the SSA objectives, all children should be in school, education guarantee centre, alternative school and 'back to school' camp by 2003. The mission estimated that there were around 1.88 lakh out-of-school children, the report says. It is mentioned that only 1.33 lakh out-of-school children were brought into the non-formal system of education through learning

centres as of March 31, 2005.

The CAG's report claims the UEE mission has failed to provide any special intervention for the education of SC/ST children during the year 2003-04 and 2004-05 despite the decline in their enrolment at the primary level.

"...Further, it (enrolment) was nine per thousand in respect of ST children, 27 in respect of BC/OBC children and 19 in respect of general category children in Delhi," the report notes.

The report indicates that there are about 734 kutcha classrooms while 818 were in tents. Over 1.6 lakh children were studying in schools without electricity while over a lakh did not have even drinking water facilities in their schools. In addition, over 1.75 lakh children were in schools which lacked toilets, and despite these shortcomings, the department has not taken any steps to provide these basic facilities in the annual plans and budgets, the CAG says.

Censuring the government for failing to take proactive steps to bring disabled children to mainstream education, the report says, "The Government of Delhi has identified around 30,186 children with special needs and 5400 urban deprived children, however no strategies were devised to extend educational facilities to them during 2003-04 and 2004-05." □

*IAEA fraternity extends greetings to all its readers for New Year 2007*

# Million Development Goals and India

## Global Monitoring Report - UNESCO

While giving India a pat on the back for its efforts to achieve Millennium Development Goals, UNESCO's Global Monitoring Report 2007 says the country may still fall short because of the large number of out-of-school children.

Just four countries, including India, account for about half (28 million) of the world's out-of-school children. India has the third largest number of such children after Nigeria and Pakistan. And 30 per cent of those enrolled in Indian schools don't attend school regularly. However, the report — released on Monday by Kesav Desiraju and Subhash Kuntia, joint secretaries in the HRD Ministry — also says the drop in the number of school dropouts in West Asia

from 31 million to 16 million between 1999 and 2004 is largely because of India.

In India, the report says, most such children live in small settlements with no school facilities. They come from the poorest families that cannot afford education costs. To deal with this, Kuntia said the Centre has asked the states to bring about a law to implement Right to Education, and is also thinking of incorporating education in pre-schooling (Integrated Child Development Scheme).

The report highlights the huge difference between government and NGO figures on out-of-school children brought under the primary education fold. A 2004

study conducted by the United Information Service says 4.6 million children in the 6-13 age group have been enrolled whereas the HRD ministry's 2005 study puts the figure as high as 7.3 million. The disparity, the report says, is due to high absenteeism. The government study says the number of out-of-school children has dropped from 25 million in 2002 to 13.5 million in 2005.

The UNESCO report also touches on teaching crises. It says India has a student-teacher ratio of 1:41, the poorest among developing countries and about 20 per cent of Indian teachers remain unauthorisedly absent from schools. □

## पढ़ाई का बढ़ता दबाव

स्कूली बच्चों पर पढ़ाई के अत्यधिक दबाव के बुरे परिणाम भी सामने आ रहे हैं। जरा सी असफलता मिलने पर यदि भावनात्मक सहारा दिए जाने के बजाय उन्हें बढ़ती प्रतिस्पर्धा और भविष्य की कड़ी चुनौतियों का भय दिखा दिया जाता है तो उनमें हताशा और तनाव का भाव पनपता है। विशेषकर दसवीं से बाहरवी तक के स्कूली बच्चों में यह स्थिती देखने को मिल रही है। दिल्ली पब्लिक स्कूल के दसवीं के एक छात्र की आत्महत्या कुछ इसी तरह के हालात की ओर संकेत करती हैं। एक शिक्षित और अच्छे परिवार से जुड़े इस बच्चे के अभिभावक यह नहीं समझ पा रहे कि उनके मासूम से बच्चे ने इतना खतरनाक कदम क्यों उठाया है। जो तथ्य मिले हैं, वह कहीं

न कही बच्चे के मन में पढ़ाई के अत्यधिक दबाव की वजह से आए तनाव की ओर संकेत करते हैं। इस बच्चे को अंग्रेजी में कम नंबर मिले थे। लेकिन सिर्फ इतने से कारण से यदि उसने आत्महत्या कर ली है तो यह एक अत्यंत भयानक स्थिति है। यह कोई पहला मामला नहीं है। राजधानी में ऐसे मामले हाल के कई दिनों में सामने आ चुके हैं जिसमें इस उम्र के बच्चों ने अपना जीवन ही खत्म कर लिया। इन बच्चों ने कभी यह भी नहीं सोचा कि उनके इस कदम से परिवार पर क्या गुजरेगी और न ही परिवार वाले समय रहते बच्चे की मनोदशा को समझ पाए।

किसी एक विषय में नंबर कम आना कभी भी इतनी बड़ी समस्या नहीं

रहा है। इस तरह की समस्या का सामना हर किसी को अपने छात्र जीवन में करना पड़ता है। लेकिन यह कोई ऐसी समस्या नहीं है जिसका हल न हो। लेकिन अब लगता है कि समाज में ऐसा माहौल बनता जा रहा है जिसमें बच्चे की किसी जरा सी बात पर भी तनाव का शिकार हो जाते हैं और आत्मघाती विचार उनमें आने लगते हैं। जरूरत इसी माहौल को सुधारने की है। साथ ही बच्चों को पढ़ाई के अत्याधिक तनाव से बचाने के प्रयास किए जाने की भी आवश्यकता है। इसके लिए शिक्षकों और अभिभावकों दोनों को ध्यान देना होगा। इसमें शिक्षकों की भूमिका ज्यादा महत्वपूर्ण है और उन्हें विशेषतौर पर यह ध्यान देना होगा कि किसी विषय में कमजोर बच्चे अपने को कहीं अपमानित न समझे। इस तरह के प्रयासों से बच्चे को एक भावनात्मक सहारा भी मिलेगा।

## HRD Ministry to monitor SSA

Following the Comptroller and Auditor General's rap for failing to meet targets of the Sarva Shiksha Abhiyan (SSA) and the Prime Minister's concern over the prevalence of a high drop out rate in several pockets of the country, the Ministry of Human Resource Development has announced a monitoring and supervision mechanism for the flagship programme.

A set of monitoring tools to provide quarterly and annual information on the quality of the SSA has been developed in collaboration with the National Council of Educational Research and Training (NCERT) to cover student enrollment and actual attendance, pupil

achievement levels, teacher availability and teacher training classroom practices. Academic supervision of schools by Cluster and Block Resource Centres and Community perceptions of school functioning will also be covered under the supervision programme.

The monitoring mechanism of the ministry already includes progress report against key monthly indicators and more detailed quarterly progress reports submitted by State Implementing Societies to the Central Government.

A computerised Educational Management Information System (MIS) has been set up to give annual school-based data. In addition to this, 41 National Social Science Institutions have been

tagged to all States/UTs to make independent and regular field visits to monitor performance.

An independent Joint Review Mission reviews the progress of SSA twice a year along with external funding agencies. Pupil achievement level sample surveys are conducted every three years by the NCERT to check increase in learning levels.

The ministry has also commissioned independent concurrent financial reviews, and 12 states have been covered so far. The programme is reviewed by Secretary, School Education and Literacy in the Conference of State Education Secretaries and State Project Directors/Directors of SCERTs which takes place twice a year.



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