







## Foreign institutes head for trouble

Take note - that MBA or B Tech degree from a foreign institute, on which you have spent a few years and a couple of lakhs, may not have any value at all.

The latest data available with the All-India Council of Technical Education (AICTE) shows that only two of the 131 foreign institutes, offering degrees and diplomas for a range of courses in collaboration with Indian partners, have bothered to get necessary government approvals.

It leaves these institutes open to any action that the government may choose to take. More importantly, perhaps, this leaves the students holding on to degrees and diplomas in management, medicine and technology that are not recognised by the public sector and most of the big private-sector employers.

A ministry-funded survey had found 66 American institutes, 59 British, two Canadian and one institute each from Australia, Switzerland, France operating in India in 2004. Of these, the only two that have actually passed the

AICTE test are Aurangabad-based Institution of Hotel Management (IHM) and the Asia Pacific Institute of Information Technology (APIIT) in Haryana.

Both institutes offer joint degrees in collaboration with foreign universities. IHM has tied up with University of Huddersfield, UK, to offer a BA (Hons) in hotel management and APIIT has tied up with Staffordshire University, UK, to offer courses in computer, software and multimedia engineering.

Among the prominent ones that do not have AICTE approval are — ESCPAU, France, which has tied up with the MATS School of Business and IT to offer global MBA; Fox School of Business and Management, Temple University, USA, which has tied up with L N Welingkar Institute of Management Development and Research; Ohio University that tied up with Christ College Institute of Management; University of Wales that has tied up with TASMAC Institute of Management; and Rotterdam

business institute, Netherlands, which has tied up with the DBA Global Business School.

AICTE vice-chairman R A Yadav told that enough time had been given to these foreign institutes to get their courses approved. They were also served show-cause notices. "However, now legal action will be taken on all the institutes that are running these courses without approval," he said.

Managements of several universities failed to respond, when contacted for their reactions on the issue. The AICTE — a monitoring and approving agency for all technical institutes offering courses in management, engineering, pharmacy and computer applications — had drafted regulations for foreign institutes operating in the country in May 2005.

AICTE norms are applicable to all foreign institutes collaborating with Indian counterparts, but the agency has failed, till date, to ensure that these institutes adhere to Indian laws.

*IAEA fraternity extends greetings to all its readers for New Year 2007*

## General Body Meeting of Kerala State Branch

A general body meeting of the Indian Adult Education Association, Kerala State Branch was held on 09/12/2006 at Mar Theophilus Training College, Thiruvananthapuram .

Dr. K. Sivadasan Pillai, Chairman of IAEA, Kerala chaired the session. Dr. V. Reghu, Secretary, IAEA, Kerala welcomed the members to the meeting. The annual report was presented by the Secretary and it was approved by the general body. Mr. T. Sundaresan Nair, Treasurer, IAEA, Kerala presented the annual statement of accounts and budget. They were accepted with slight modifications.

The election to the Executive Committee was held. The following were nominated and unanimously accepted by the general body.

Chair Person : Dr. K. Sivadasan Pillai (Emeritus Prof. Retd. & Vice President, IAEA, New Delhi)

Vice Chairman : Dr. A.M. Thampi (Prof. Retd. Kerala Agriculture University)

Secretary : Dr. V. Reghu (Asst. Director, University of Kerala & Member IAEA Executive

Joint Secretary : Dr. Kerala Sreemathi, (Research Officer, SCERT, Kerala)

Treasurer : Mr. K. Ayyappan Nair (Coordinator, SLMA, Kerala)

Members : Sri. K.G. Balakrishna Pillai (Former President, Kerala Hindi Prachara Sabha) Special Invitee

Prof. Abdul Vahab (Former Principal, Training College) Special Invitee

Sri. T. Sundaresan Nair (Sr. Programme Co-ordinator, SRC, Kerala)

Dr. G. Suresh Kumar (Registrar, Child Development Centre, Kerala)

Dr. N.B. Suresh Kumar (Programme Co-ordinator, SRC, Kerala)

Dr. Symakumari (Asst. Prof. Kerala Agriculture University)

Dr. Chandrasekharan Nair (Principal, (Retd) S.D. College, Alappay)

Dr. M. Vijayakumari Amma (Sel. Lecturer, Govt. College Trichur)

Dr. Omanaseelan (Lecturer, Teacher Education Centre)

Mr. Prathapachandran (Manager, Financial Corporation)

Dr. V.M. SasiKumar (Principal, Training College) Member, IAEA Governing Council

Dr. C. Narayana Pillai (Principal, Training College) Member, IAEA Governing Council

Mr. Harish Kumar (SRC, Kerala – Special invitee)

Fr. (Dr.) M.K. George (Principal, Loyola College, Trivandrum) Special Invitee.

The meeting expressed heart felt condolence on the sad and untimely demise of Dr. Sivakumar an active member of the Executive Committee.

The Chairperson presented the details of the next national conference of IAEA (Feb. 2006, Mount Abu) and requested the members to participate in the conference.

The meeting discussed about future programmes to strengthen the organization and Adult and Continuing Education programmes in the state. It was suggested to conduct seminar, workshop and meeting during the period. Publication of a Newsletter was also suggested. All members strongly agreed to strengthen the activities and programmes of IAEA Kerala.

*Education is not merely a means for earning a living or an instrument for the acquisition of wealth. It is an initiation into life of spirit, a training of the human soul in the pursuit of truth and the practice of virtue.*

*-Vijaya Lakshmi Pandit*

## Sachar Report : Muslim Community Behind Even SCs/STs In Primary Schooling

A dropout rate of 25% and only 17% of matriculates. Is it then any surprise that only 6% Muslims are graduates?

As most don't make it past the first level of qualification, their low representation at IIMs — of the 4,743 students, a mere 63 are Muslims — is self-explanatory. To cap it all, only one out of 25 undergraduate students is a Muslim in a premier college.

Employment opportunities — in short, the India shining dream — is not theirs for the asking. And the Sachar report clearly points to the lack of sufficient educational opportunities available to Muslims which has left them lagging behind in all spheres of life.

The data presented in the report shows that primary education proves to be the biggest obstacle before Muslims — the community is unable to match even the SCs/STs in certain cases. Key indicators, the report says, are the mean school years (MSYs) that correspond with children between ages of 7-16 years who have completed matriculation.

The Census 2001 found that, on an average, a child in India goes to school for four years. For Muslims, this number is even lower, at three years and four months. The MSY for Muslim children is only 83% of the overall average. The MSY status is not consistent.

In states like Kerala, Bihar, Jharkhand, Karnataka, Maharashtra,

Andhra Pradesh and Gujarat, Muslim children stay in schools much more than in states like West Bengal and Uttar Pradesh. Another indicator is the enrolment rate which according to some studies has been encouraging.

The report submits that there has been an increase in enrolment rate across all socio-religious categories (SRCs) with the highest increase among SC/STs (95%) followed by Muslims (65%).

While this is encouraging, dropout rates are a dampener. As many as 25% of Muslim children in the 6-14 year age group have either never attended school or have dropped out. Another indicator of the low education levels is that while 26% of those 17 years and above have completed matriculation, this percentage is only 17% amongst Muslims.

The report points to the fact that unlike primary education the probability of completing middle school for all communities, including Muslims, has risen. Based on data, about 62% of the eligible children in the upper caste Hindu and other religious groups are likely to complete primary education followed by Muslims (44%) and SCs (39%).

However, 50% of Muslim and SC/ST children are likely to complete higher education and

in fact perform better than SCs and STs in college. Clearly it is the "completion" of primary education that proves to be the "major hurdle for school education", the report says.

Correspondingly, while the proportion of literates between 6-13 years of age in the general category are 90.2%, Muslims account for a much lower 74.6% of the same age group.

With such impediments in the process, the Muslim share of graduates is barely 6% while their share on population of 20 years and above is 11%. It is no surprise then that Muslims constitute 1.3% of students in all courses in all IIMs (that is 63 out of 4,743) while in IITs, of the total 27,161 students only 894 are Muslims.

Similarly, the share of Muslims in post-graduate courses in IITs is only 4% while only 1 out of 25 under-graduate students is a Muslim in a premier college.

The committee itself notes, "Major problems lie in school education; the likelihood of Muslim children completing school education is significantly lower than other SRCs, except ST/SCs...Once the 'hurdle' is crossed, the differences most SRCs face in the likelihood of completing graduate studies narrow down and are at times not very significant." □

*There is no other beginning of learning than wonder.*

*-Theaetetus*

## A Report on West Bengal State & East Zone Conference of Indian Adult Education Association and Seminar:

The Indian Adult Education Association, West Bengal state branch organized the 3<sup>rd</sup> State Conference, and the East Zone Conference on 02-03 December 2006 at University of North Bengal, Siliguri, in collaboration with Sarba Siksha Abhijan, Siliguri Educational District, Mahakuma Parishad and Balason Society for Improved Environment, Phansidewal More, Siliguri. A seminar was also held during the conference. The Conference provided an opportunity to all the delegates to deliberate and discuss the status of Adult Education in India after 59 years of independence and it was followed by a seminar on 'Continuing Education, Development and Empowerment of Women in Indian Perspective'. In all 150 delegates from different parts of West Bengal and Orissa registered themselves for participation in the conference. These delegates represented Zila Saksharta Samitis, Universities, NGOs, State and District Administrations and research Institutions. Besides the participation of the Delegates from all the five districts of North Bengal, all the Panchayat Samities of North Bengal sent selected participants to attend the conference and seminar. Life and

Institutional Members of the Indian Adult Education Association also participated in this conference.



On 2<sup>nd</sup> December 2006, the inaugural function of the Conference started at 11:30 am. Prof. B.B. Mohanty, International Consultant (Education & Communication) & Life Member, IAEA, New Delhi presided over the function. Prof. Pijush Kanti Saha, Vice Chancellor, North Bengal University, Sri Nitai Chandra Pal, District Project Officer, Siliguri Mahakuma Parishad, Sri M.U. Alam, Sri Sudhir Chatterjee, Associate Secretary of IAEA & Rajashree Biswas were also on the Dias. In her welcome address Smt. Rajashree Biswas, Vice President of IAEA (and Secretary of IAEA West Bengal state branch) described the glorious history of IAEA and its work and stressed on the coordination of different voluntary organizations working in the field of adult & continuing education in different corners of West Bengal in isolation. The two day conference

and seminar was inaugurated by Prof. Pijush Kanti Saha, Vice Chancellor, University of North Bengal by lighting the lamp. The chief guest Sri Paresh Chandra Adhikary, Hon'ble Minister of Food, Government of West Bengal in his speech emphasized on the point that the literacy does not mean signing alone, and he underlined the issue of initiative for utilizing human resources for the development of literacy and literate workers. The Presidential Address was given by Prof. B.B. Mohanty. The vote of thanks was given by Mr. M.U. Alam, Joint Secretary, Conference organizing committee.

In the next session Smt. Rajashree Biswas, Secretary of IAEA West Bengal State Branch, placed her report before the delegates of the 3<sup>rd</sup> State Conference, and discussed various activities which are being conducted by the state branch of IAEA and the problems faced by it. She also outlined the future directions of work of the organization and earnestly called other regional and state level organizations to come under the umbrella of IAEA and create a new horizon to boost up the development effort. After the presentation of Secretary's report, yearly accounts were presented by the treasurer, Dr. Jayanta Ghoshal. Following a brief discussion these two reports were unanimously accepted by the house. The new committee of office bearers was formed by the house for the next year.

The East Zonal Conference started in the last session of the

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day. The session was presided over by a presidium consisting of Prof. Ashoke Bhattacharya, Head, Department of Adult, Continuing Education, Extension, Jadabpur University, Prof. Arabinda Bhattacharya, Department of Business Management, University of Calcutta, and Sri Amitabha Chaudhury of Satyen Moitra Jana Siksha Prasar Samiti. At the outset a

condolence resolution was adopted expressing deep sense of loss at the demise of Dr. (Mrs) Phulrenu Ghua, the President of AICMED and one of the foremost fighters for the freedom of the country, and also on the demise of

Professor Manindra Mohon Chakraborty, a life long associate of AICMED, and an eminent educationist.

Prof. B.B. Mohanty presented a paper on 'Adult & Continuing Education in Orissa'. Another paper "Present scenario of adult education movement in West Bengal and the tasks ahead" was presented by Shri Shakti Mondal. Several delegates participated in the discussion on the two papers. At the end of the session, the members of the presidium also offered their comments. It appeared from the discussions and the comments that a lot of scope for bridging the gap between 'what is' and 'what should be' in the literacy scenario of West Bengal and Orissa is still

there. Good number of delegates took part in the discussion.

A cultural programme was arranged at 18.30 hrs. by Balason Society for Improved Environment. Professionals and interested delegates from different districts of West Bengal and Orissa also participated to present their respective items. It



was really a beautiful event after a hectic day.

On 3<sup>rd</sup> December 2006, the first session started at 10.00 am. The chief guest was Sri Anwarul Haque, state minister of public health and engineering, Government of West Bengal. Smt. Mani Thapa, Sabhadhipati, Siliguri Mahakuma Parishad, chaired it. Sri Tarini Ray, Hon'ble MP, Rajya Sahbha, Prof. Raghu Nath Ghosh, Dean, Arts, Commerce & Law, University of North Bengal, Prof. Tapas Kumar Chattopadhyay, Registrar, University of North Bengal, Smt. Jyotsna Rai Singha, Sabhadhipati, Uttar Dinazpur Zilaparishad, Prof. Ashok Bhattacharya, Head Department of Adult Continuing Education &

Extension were on the Dias. The following issues were discussed during this session: 1) Gender and Women's Empowerment and Adult Education; 2) Human Rights and Health Issues and Adult Education; 3) Voluntary Action; 4) Continuing Education and Skill Development; 5) Policy Advocacy on Transformative Adult Learning; 6) Learning Environment and Opportunities; and 7) Management and Financing of Adult Education. Prof. Ashok Bhattacharya presented the key note address. Dr. Sadananda Mishra, a lecturer on education from Orissa also presented a paper on 'Male-Ego: The Serious Bottleneck in Women Education and Empowerment'. The Rapporteur, Prof. Sumit Mukhopadhyay summed up the discussions of the session. He indicated that Women Empowerment was a process of gaining awareness and ability to acquire knowledge and skills from a position of strength and felt that literacy has a major role to play in this regard. Besides, he outlined policies that emerged from the discussion. The policies are: 1) Combination and Coordination needed between Govt., Universities and NGOs, among the NGOs and within the NGOs. 2) Well Coordinated action plans to be taken in a time bound manner to improve both the cost effectiveness and sustainability. 3) A training center for the field workers is needed to improve their perception and efficiency. 4) More case studies are needed not only to understand the effectiveness of a project in a particular area, but also to realize the social dynamics of the grass root level, etc. □

# NEW COMPANION TO ADULT EDUCATORS

BY DR. MADAN SINGH

## ABOUT THE BOOK

New Companion to Adult Educators is a modified, enlarged and updated edition of my 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 can thus prove to be 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 foreign 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 Salahakar (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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## NSSO survey links income with education

According to the survey, for families earning more than Rs 2,540 per month, the attendance rate in educational institutions is as high as 68 per cent and the literacy rate is 98 per cent. However, for families earning less than Rs 235 per month, the attendance rate falls below 43 per cent and the literacy rate is just 53 per cent.

The national attendance rate is 50 per cent — that is the number of people in the 5-29 age group who attend educational institutions. Those who do not attend these institutes include the ones who have some education but have since dropped out.

The National Sample Survey Organisation's Status of Educational and Vocational Training in India has found that attendance is higher in lower age groups and falls dramatically as children reach the age of supplementing family income. From an attendance rate of 821

out of 1,000 children in the age group of 5-14, the number falls to 114 in the 20-24 age group, which means that only 11.4 per cent students reach higher education institutions.

Those who do not attend educational institutions have given various reasons for it but a common refrain is "to supplement family income" — about 55 per cent of such people cite this as the main reason for their not attending school or college.

For women, the reason is different. Some 30 per cent girls say that they have left school because they are needed at home for "domestic chores". Interestingly, the percentage of such girls is higher in urban areas than in rural areas. In rural areas, 17 per cent of people feel that it is not necessary to educate girls.

The study also speaks of poor skills among Indians. It says only two per cent of people above the age of 15 have technical qualification.

## IGNOU to give training to Uttaranchal teachers

A memorandum of understanding (MoU) was signed between Indira Gandhi National Open University (IGNOU) and the Uttaranchal Government on Saturday in presence of Uttaranchal Chief Minister ND Tiwari and Vice Chancellor of IGNOU professor VN Rajshekharan Pillai. Under it, in-service training programme on the distant mode will be conducted to 51,700 teachers and principals of the State.

Speaking on the occasion Chief Minister said that concrete steps had been taken to streamline education system of the State. For the purpose of providing employment-oriented education, he said, more than 10,000 schools were provided computers. CBSE pattern had been adopted and e-learning had been promoted in the State, he added. □

**Fifty percent of people in the age group of 5-29 attend educational institutes. A look at education trends in India give an idea of education, vocational training and literacy in India.**

53% males and 46% females in 5-29 age group do not attend educational institutes

60% Attendance rate in Himachal Pradesh, highest in the country

42% Attendance rate in Orissa, lowest in country

### REASONS FOR NON-ATTENDANCE

Among males, 55% say it is because they have to supplement household income. For 30% females, the reason is domestic chores

### VOCATIONAL TRAINING

2% have received formal vocational training (15-29 age group)

8% have received non-formal vocational training

2% Indians have technical degrees, diplomas or certificates. The rate is 1% in rural India and 5% in urban India

63% students go to government institutions

17% to private unaided institutes

6% to local body institutes

**FAVOURITE** in vocational training, computer trades is the field most in demand with 31% going for it

### LITERACY RATES

64% is literacy rate in 2004-05

55% Rural areas

75% Urban areas

64% Rural males

45% Rural females

81% Urban males

69% Urban females

26% of rural households and 8% urban households do not have a single member aged 15 and above who can read or write

50% rural homes and 20% urban homes do not have a single literate woman member aged 15 and above

**STATE-WISE** Kerala has the lowest percentage (3%) of households with no literate member above 15 years; Bihar has the highest (38%). In urban areas, the percentage is lowest in Kerala and highest in Rajasthan (16%), followed by Bihar (15%) and West Bengal (14%)

## शिक्षा तक सबकी पहुंच हो : अर्जुन

केंद्रीय मानव संसाधन विकास मंत्री अर्जुन सिंह ने शिक्षा को हर वर्ग के लोगों तक पहुंचाने का आह्वान करते हुए कहा है कि किसी भी वर्ग के लोगों के लिए ज्ञान प्राप्त करना मुश्किल नहीं होना चाहिए। उन्होंने कहा कि चाहे वह सर्व शिक्षा अभियान हो, विज्ञान और टेक्नॉलजी से जुड़ा हो या बड़े संस्थानों से शिक्षा प्राप्त करने का रास्ता हो, शिक्षा तक सबको बराबर पहुंच बनाना ही मुख्य मकसद होना चाहिए।

राष्ट्रीय शैक्षिक योजना और प्रशासन संस्थान को औपचारिक रूप से यूनिवर्सिटी का दर्जा देते हुए अर्जुन सिंह ने कहा कि एक्सिलेंस और मेरिट में उन्हें भी शामिल किया जाना चाहिए जो इसके दायरे से बाहर हैं। 'निपा'

को 'न्यूपा' (एनयूईपीए) का दर्जा मिल जाने के बाद इस संस्थान ने अब नई चुनौतियों के दरवाजे खोल दिए हैं। शिक्षा अब ज्ञान का भंडार हो गई है क्योंकि इसने भारत के उन वर्गों का भी सशक्तीकरण किया है जो पिछड़े हुए हैं। सशक्तीकरण से ये वर्ग भी देश का वास्तविक संसाधन बन जाएंगे।

राष्ट्रीय शैक्षिक योजना और प्रशासन संस्थान को डीम्ड यूनिवर्सिटी बनाए जाने की औपचारिक घोषणा करते हुए अर्जुन सिंह ने देश के लाखों प्राथमिक और माध्यमिक स्कूलों के बारे में रिपोर्ट कार्ड जारी किए। मानव संसाधन विकास राज्यमंत्री डी. पुरदेश्वरी ने शिक्षा को सामाजिक बदलाव का शक्तिशाली साधन बताते हुए कहा कि भारत में शिक्षा के प्रसार से सेकंडरी शिक्षा एक चुनौती बन गई है।

एनयूईपीए के चांसलर सुदीप बनर्जी ने कहा कि शिक्षा के क्षेत्र में प्रफेशनल लोगों को ही आगे आना चाहिए और इसे व्यवसाय बनाकर शैक्षिक मकसदों को प्रभावित नहीं किया जाना चाहिए। उन्होंने उम्मीद जाहिर की कि एनयूईपीए अब शिक्षा के क्षेत्र में विचारक की भूमिका निभाएगी।

उच्चशिक्षा सचिव आर.पी. अग्रवाल और स्कूल शिक्षा सचिव चंपक चटर्जी ने कहा कि एनयूईपीए को शिक्षा के क्षेत्र की जरूरतों को पूरा करने के लिए संसाधनों के उपयोग के रास्ते सुझाने चाहिए और शिक्षा के क्षेत्र में योगदान भी देना चाहिए। यह भी बताया जाना चाहिए कि क्या भारतीय शिक्षा सेवा होनी चाहिए। उनका सुझाव था कि एनयूईपीए को मध्यम और दीर्घकालीन रणनीतिक योजनाएं अपनानी चाहिए। □

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## Higher education should reach all

The National Knowledge Commission (NKC) may have stated the obvious when it observed that higher education opportunities in the country were nowhere near adequate. It has backed it up with an important number — India will need at least 1,500 universities to achieve a gross enrolment ratio of at least 15 per cent by 2015. The magnitude of the task ahead is clear when we note that as of today, we just have about 350 universities. China has initiated setting up of 1,250 universities during the last three years. A lot more is happening there beyond the numbers. The Chinese know well that merely reproducing technology developed elsewhere is not enough. There is increasing stress on innovation and the development of new breakthroughs.

If something similar has to be done in India, top-quality higher education, with a wide geographical spread and a healthy subject range, will be critical. The 10 per cent growth now being talked about should not make us

smug with regard to fundamentals — whether it is sound policy, solid infrastructure or education. The NKC has made some practical suggestions about collating existing college clusters into a university. While these should be explored, a key observation is regarding the size of universities. Smaller universities that can be managed better and do more focused work are needed.

The standards of existing universities, too, need to be augmented. Ultimately, attitudes need to change. Universities should be dedicated to higher learning. They should not become fiefdoms of politicians. There should be zero political interference in their functioning. Practices such as appointing IAS officers as vice-chancellors should end. The various recommendations of the Lyngdoh commission should be implemented as well. NKC members have noted on earlier occasions that privatisation of higher education need not mean

## Doctorate degree awarded

T. Venkatesh (Programme Associate, Research Unit, State Resource Centre – Karnataka, Mysore) life member of I.A.E.A. from Karnataka is awarded the Degree of Doctor of Philosophy (Ph.D.) in Kannada by University of Mysore, under the guidance of Dr. R.V.S. Sundaram, Professor and Director, Prasaraanga, University of Mysore.

The Topic of thesis is "A Study on Neo-literate Literature in Kannada". The thesis has covered comprehensive literacy survey of Neo-literate literature in Kannada language in 20<sup>th</sup> Century.

commercialisation. Some of the world's best centres of learning are private. There is no reason why businessmen in India cannot set up such centres of academic excellence in the country. □

*We must accept finite disappointment,  
but we must never lose infinite hope.  
Martin Luther King, Jr.*

# Report of the regional seminar on Adult and Continuing Education organised by the IAEA, Kerala State Branch

## Continuing Education Programme needs strengthening

The Kerala state branch of the Indian Adult Education Association organized a regional seminar on 9<sup>th</sup> Dec. 2006 in collaboration with Mar Theophulus Training College at Trivandrum.

The one day programme was inaugurated by Dr. G. Balamohan Thampi, former Vice Chancellor, University of Kerala. In his inaugural address, he stressed the need for strengthening the infrastructure and facilities for effective organization of the Continuing Education programme in the State. Sr. Karunya, Principal of the College welcomed the guests, participants and the delegates.

Dr. K. Sivadasan Pillai, Chairman, IAEA, Kerala delivered the presidential address in which he focused on development of political will to strengthen the Continuing Education Programme in India. Prof. A.M. Thampi, Prof. Jacob Mathew, (Principal, Govt. College of Teacher Education, Trivandrum) Mr. Gopakumar, Director, State Literacy Mission, also addressed the delegates.

The key note paper of the seminar was presented by Dr. V. Reghu, senior faculty of Adult & Continuing Education, of Kerala University. After the presentation and discussion on the key note the participants were divided into four groups for presentation and further discussion of papers. Fifty papers were presented for discussion in four sessions. The papers covered, Adult Education, Continuing Education, Case studies of successful CECs, Problems and possibilities of CEP, Non-formal Education, Materials and Methods in CE etc. A compendium of abstract of the papers were also published by the IAEA, Kerala.

Dr. Vijayakumari, Dr. Fr George Prof. Chandrasekharan Nair, Prof. A.M. Thampi and Dr. Benedict presided over the seminar sessions. Dr. C. Narayana Pillai, Dr. V. Padmanabhan, Dr. Kerala Sreemathi, Dr. Syamakumari, Dr. N.B. Sureshkumar and Mr. K. Ayyappan Nair, were the co-chairpersons.

The Major recommendations of the Seminar were the following.

1. A state/national level policy on continuing education may be declared by the State/Central Government.
2. The available infrastructural facilities of Formal Education may be used for Continuing education in the country.
3. Panchayathi Raj institutions may take positive steps to develop Continuing education programme in their concerned areas.
4. Resources for the systematic implementation of the programme in the country are to be scientifically streamlined in collaboration with GOs, NGOs, Universities, Public sector institutions, Financial Institutions, Cooperatives Women Initiatives, and other development Institutions. If needed a tax/cess can also be introduced in consultation with the authorities for mobilizing resources for the programme.
5. Monitoring and evaluation of the on going programmes in the country are to be further modified in consultation with SLMA/NLMA/SRCs. Remedial actions are to be taken based on the evaluation reports/studies etc.
6. Innovative/need based training programmes are to be developed in consultation with concerned training institutions of Adult and Continuing Education.
7. Resource Teams/Taskforces are to be constituted for the effective implementation of programme at different levels.
8. Students/Teachers/Educational Institutions participating in the Nation Building activity through Adult & Continuing Education may be recognized through proper incentives.
9. A clearing house concept and system needs to be developed for the Continuing Education Programme in the country.

The seminar was attended by different agencies/groups like State Literacy Mission, State Resource Centre, Kerala, Calicut, Kannur Universities, GOs, NGOs, Womens groups, Teachers, Students, Functionaries of Continuing Education and social activists. The valedictory address was delivered by Dr. B. Vijayakumar of the University of Kerala.

अमृत और मृत्यु, दोनों इस शरीर में स्थित हैं । मनुष्य मोह से मृत्यु को और सत्य से अमृत को प्राप्त होता है  
वेदव्यास

## 'Introduce English from Class I' This Will Help Transform India Into A Knowledge Society, Says Sam Pitroda

Coming to the aid of lakhs of children who are deprived of studying English in schools, the Prime Minister-appointed National Knowledge Commission (NKC) has recommended teaching of English as compulsory subject along with regional language/ mother-tongue from Class I across the country.

Commission chairman Sam Pitroda has told Prime Minister Manmohan Singh that though English has been part of Indian education system for more than a century, the language is beyond the reach of most youngsters, which makes for unequal access.

"Knowledge Commission believes that the time has come for our people to teach English as a language in schools. And we are convinced that action in this sphere, starting now, would help us build an inclusive society, and transform India into a knowledge society.

In just 12 years, it would provide our school leavers with far more equal access to higher education and 3-5 years thereafter, much more equal access to employment opportunities," Pitroda has said.

Pointing out that only nine of the 28 states and three Union territories in the country have

introduced English as a compulsory subject from Class I, the commission has expressed concern over the implementation of the subject. "Quality of English-language teaching is not good enough. The support systems such as number of teachers or materials for teaching are neither adequate nor appropriate," it has noted.

The commission feels English is not meant to be a standalone, add-on subject, but should be integrated into the school curriculum. "English should also be used to teach some non-language, content subjects, starting from Class III in schools," it has said.

To maintain certain standards, NKC has suggested setting up of an expert group to develop pedagogically sound English textbooks from Class I to XII. Another significant recommendation is the setting up of knowledge clubs in schools "to discuss and disseminate knowledge as well as extend use of English outside the classroom".

To create language learning opportunities outside the classroom, the commission wants use of bilingual radio and TV channels which could be used for formal and informal teaching and learning of English. □

## 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 Vidyalyaya, 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 Vidyalyaya.

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.

*Education either functions as an instrument which is used to facilitate the integration of generations into the logic of the present system and bring about conformity to it, or it becomes 'the practice of freedom', the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world.*

*Paulo Freire, Pedagogy of the Oppressed*

## Financing of education

### Four decades of neglect

The Education Commission of 1964-66, popularly known as the Kothari Commission, stressed that egalitarian and development goals in the country can best be achieved through education. It was envisaged that the national system of education would provide education to all students of comparable quality irrespective of caste, creed, location or sex. It was proposed that the government will initiate appropriately funded programmes and take effective measures towards the common school system. The purpose was to integrate the education system with socio-economic transformation and make it a vehicle of economic development. The task looked colossal needing a large quantity of financial resources.

In view of the crucial importance of quality and common education, the National Education Policy 1968 emphasised that education will be treated as a crucial area of investment for national development and survival. It fixed the target that 6 per cent of national income be spent on education as early as possible. The "as early as possible" was not achieved till the mid-1980s. The National Policy on Education 1986 published by the Ministry of Human Resource Development, Government of India, declared that "Since the actual level of investment has remained far short of that target, it is important that greater determination be shown now to find funds for the programmes laid down in this policy." Again a target was fixed that from the Eighth Five Year Plan (1992-97) onwards expenditure on education will uniformly exceed 6 per cent of national income. But

no attention in the country was paid in any serious way to find ways and means to finance expansion and ensure common and quality education in the country. Even the Ninth Five Year Plan period was over by 31st March 2002 and spending on education remained close to 3 per cent of national income. Again with the formation of the UPA government in 2004 when the Common Minimum Programme was prepared the magic figure of 6 per cent of national income to be spent on education was fixed as a target. The half of the term of the UPA government has already been completed and the country continues to spend around 3 per cent of the national income on education. After four decades of the commitment, repeated many times later on at the national level, to spend 6 per cent of the national income on education there seems to be no desire on the part of governments to treat education as a crucial area of investment for national development.

The experience of advanced countries reveals that even when per capita income is very high, the burden of education cannot be shifted to private sources and parents of students. The education is treated as a merit good as it creates a large number of externalities for society as a whole. Contrary to the experience of the developed countries and national commitment, a serious resource crunch has been imposed on public funded institutions in the era of liberalisation. These institutions are not in a position to upgrade the infrastructure and improve the

quality of education through proper monitoring of the system. Those institutions which take initiatives to upgrade and modernise, resort to a very high fee which makes education out of the reach of common students.

In fact, the lack of resources in public funded institutions and the decline in monitoring and inspection mechanism have led to a decline in the quality of education especially at the school level and promoted a dual schooling system. It is in these institutions that fee and charges are low and reservation policy in admissions and employment is followed. The decline in the quality of education in government schools and aided private schools accompanied by a liberal policy of recognition of unaided private schools by state education boards and the CBSE have resulted in the mushrooming of such schools where high fees are charged on commercial lines.

These are the schools where family members of the owners daily visit to supervise the imparting of education. These schools perform better in terms of quality of education and show a high pass percentage in board examinations. Very few students from poor and weaker sections are found in such schools. These have become schools for the children of haves and havenots have no access to them.

With the withdrawal of children of rich parents, the government schools and aided private schools have become victims of apathy of governments, especially through political interference in transfers and postings, bureaucratic neglect of the

contd. on next pg.

## Gujarat State Branch

### INDIA-INTERNATIONAL CONFERENCE ON LAW AND LEGAL LITERACY GOES TO MASSES

The conference was organized during 24<sup>th</sup> and 25<sup>th</sup> September, 2006 at GCERT Conference Hall, Gandhinagar, with the collaboration of Indian Adult Education Association of India and International Association of Educators for World peace. Dr. Prof. Nanubhai Joshi Vice President IAEA of India was the Chairman of the conference and Mrs. Bina Joshi LM, IAEA of India was the Organising Secretary of the Conference.

The conference was inaugurated by Law Minister of Government of Gujarat, Shri Ashok Bhatt. The High Court Judge and Legal Services Authority Shri B.J. Shethna was the Guest Speaker.

The International President of IAEWP Hon. Shri Charles Mercieca

was the Special Hon. Guest of the Event. The Asia Chairman Shri Dr. Priyranjan Trivedi, Dr. Leo Rebello and Mrs. Sushila Chaurasia were the Guest of Honour.

The Validation Function was followed in the presence of Union Minister Hon. Shri Shankersinh Waghela and Hon. Speaker Prof. Mangalbhay Patel.

About ten district and session judges, twelve district and welfare officers, district adult education officers, sixty sr. police officers and office bearers of various NGOs healthily participated on the subject.

The main thrust was legal literacy and law goes to masses. □

### International Literacy Day Celebration

The Information Department of Government of Gujarat and Indian Adult Education Association of India celebrated International Literacy Day on 8<sup>th</sup> September 2006 in Tribal Area i.e. at Vijaynagar, Sabarkantha District, with about 500 Tribal people...

Dr. Prof. Nanubhai Joshi, Vice President IAEA of India delivered an Enthusiastic speech as the Guest Speaker Mr. K.M. Damor, Secretary of Press Academy, Government of Gujarat was the Chief Guest of the function.

contn. from prev. pg.

infrastructure and non-performance of non-supervised teachers. It is not surprising that the majority of schools in Punjab do not have regular headmasters and principals. These schools have become schools for the havenots which are characterised by lack of infrastructure, inadequate teachers and lack of teaching material, and show poor quality of teaching and a very low pass percentage in board examinations. It is in these schools that dropout rates are very high. But these are the schools where majority (nearly 75 per cent) of the students get education. As a result, among those who are enrolled at the primary level hardly 7-8 per cent enter higher education. The divide created by commercial schools for the haves and

government and aided private schools for the havenots is crudely reflected in the rural urban divide as most of the schools in the former category are located in the urban areas. A recent study (2006) by Punjabi University, Patiala, has brought out that only 4.13 per cent students in the university campuses in Punjab are from the rural areas where 66 per cent of the total population resides. The growing divide in both rural-urban and have-havenots is producing an unbalanced society. This is happening against the declared objectives of the education policy of 1968 and 1986 to have a common school system. At the same time, a large majority of students are forced to seek poor quality of education and dropout quite early.

The national target to achieve a 15 per cent enrolment ratio at the higher level by 2015 seems to be a distant dream. The National Knowledge Commission (NKC) has proposed opening up of 1500 universities in the country during the next five years (up to 2012) out of which 50 would be national universities. This would require a provision of massive financial resources. If the country is to take advantage of its young population, the high investment in education is the only option. The recommendations of the NKC must be taken as a wakeup call to make a provision for adequate national resources for education and for the redemption of the national commitment made in this regard four decades earlier. □

## 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 Salahakar (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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## पांच साल में खुलेंगे १००० सेंट्रल स्कूल

सत्र २००६-०७ में ही पिछड़े जिलों में ५० नए केंद्रीय विद्यालय खोलने को मंजूरी दी थी।

केंद्रीय विद्यालय के नेटवर्क में अगले पांच साल के दौरान १००० नए स्कूल और नवोदय विद्यालय के नेटवर्क में ७०० नए स्कूल जुड़ेंगे। मानव संसाधन विकास मंत्रालय केंद्रीय विद्यालयों की बढ़ती मांग और सर्वशिक्षा के फलस्वरूप देश में बढ़ रहे विद्यार्थियों के पंजीकरण को देखते हुए अगली पंचवर्षीय योजना (११वीं योजना) में इस महत्वकांक्षी योजना को शामिल करने पर विचार कर रहा है। मालूम हो कि सत्र २००६-२००७ में ही सरकार ने देश के अत्यंत पिछड़े जिलों में ५० नए केंद्रीय विद्यालय खोलने को मंजूरी दे दी थी। शिड्यूल ५ व ६ में देश के ऐसे ७८ जिले शामिल हैं, जहां अनुसूचित जनजाति व पिछड़े बहुसंख्यक हैं। इन्हीं में से ५० जिलों का केवी के लिए चयन किया गया है, बाकी के २८ जिलों में केवी खोलने के लिए अगले सत्र में मंजूरी मिलने की उम्मीद है। ५० नए स्कूलों के साथ देश में

केंद्रीय विद्यालयों की संख्या ९७७ हो जाएगी। मौजूदा सत्र में नवोदय विद्यालयों की संख्या में भी ५० का इजाफा हुआ। पांच वर्षों में १००० नए केंद्रीय विद्यालय खोलने की योजना इस लिहाज से बहुत महत्वपूर्ण है कि सत्र १९६२-६३ में देश में केंद्रीय विद्यालयों की शुरुआत हुई थी, उसके बाद से अब तक यानी ४३ सालों में देश में ९७७ केंद्रीय विद्यालय ही खुल पाए हैं। इसी तरह जवाहर नवोदय विद्यालयों की संख्या भी अभी करीब साढ़े पांच सौ है और अगले पांच वर्ष के दौरान नवोदय विद्यालयों में ७०० नए स्कूल जोड़ने पर विचार चल रहा है। सरकार का मानना है कि सर्वशिक्षा अभियान के तहत कक्षा ८ तक पढ़ाने के बाद बच्चों को माध्यमिक शिक्षा के लिए और स्कूलों की आवश्यकता होगी। मंत्रालय के एक वरिष्ठ अधिकारी के मुताबिक शिक्षा को विस्तार देने में केवल केंद्रीय सरकार की पहल से ही सबको गुणवत्तापूर्ण शिक्षा देने का मकसद हासिल नहीं हो सकता, इसमें राज्य सरकारों को भी सहभागिता निभानी होगी।

## भारत में खुली शिक्षा, विश्व से २५ फीसद ज्यादा : जॉन डेनियल

प्राख्यात शिक्षाविद एवं दूरस्थ शिक्षा के पितामह सर जॉन डेनियल ने कहा कि विश्व के खुला विवि की तुलना में भारतीय विश्वविद्यालयों में २५ प्रतिशत छात्र संख्या ज्यादा है। उन्होंने कहा कि कोटा के खुला विवि में गांधी की फिलॉसफी के कार्यक्रम चलाने से इसे दुनियाभर में लोकप्रियता मिलेगी। वर्धमान महावीर खुला विवि के दीक्षांत समारोह में भाग लेने रविवार को कोटा

पहुंचे सर डेनियल ने कहा कि खुली शिक्षा जम आंदोलन की तरह है, जिसने सीखने की सभी बाधाएं हटा दी है। कामनवेल्थ आफ लर्निंग, कनाडा के अध्यक्ष व सीईओ सर जान डेनियल ने भास्कर से विशेष चर्चा में कहा कि आज स्पीड का युग है और ई-लर्निंग के प्रति हर देश में कृतिकारी रुझान बढ़ रहा है। विवि अनुदान आयोग ने देश के कई विवि में रिमोट कालेज आफिस शुरु किए

## इंद्रप्रस्थ विश्वविद्यालय में

### हेल्पलाइन शुरु

गुरु गोबिंद सिंह विश्वविद्यालय ने परिसर में एडमिशन हेल्पलाइन की शुरुआत की है। इसका उद्घाटन विश्वविद्यालय के कुलपति केके अग्रवाल ने किया। इस केंद्र पर छात्र और उनके अभिभावक दाखिले से संबंधित जरूरी पूछताछ जैसे विद्यालय के पाठ्यक्रम, दाखिला लेने के लिए योग्यता, परीक्षा की तारीख, फीस संरचना आदि की जानकारी ले सकते हैं। छात्रों की सुविधा के लिए विश्वविद्यालय ने फोन पर भी हेल्पलाइन सुविधा शुरु की है। छात्र और अभिभावक ०११-२३९००१६६, २३९००१६७ और २३९००१६८ पर फोन कर दाखिले संबंधी कोई भी जानकारी ले सकते हैं। विश्वविद्यालय ने अपने ३५ अलग-अलग शैक्षिक कार्यक्रमों के आवेदन-पत्र तैयार दाखिला विवरणिका जारी की हैं। आवेदन पत्र विश्वविद्यालय में ३१ मार्च २००७ तक जमा किए जाएंगे। छात्रों की सुविधा के लिए विश्वविद्यालय ने ऑनलाइन दाखिले की प्रक्रिया शुरु की है। छात्र अपने निर्धारित पाठ्यक्रम में दाखिला लेने के लिए डब्ल्यूडब्ल्यूडब्ल्यू डॉट आईपीयू डॉट एसी डॉट इन पर भी आवेदन कर सकता है। यह जानकारी विश्वविद्यालय की जनसंपर्क अधिकारी रश्मि अटल ने विज्ञप्ति में दी।

हैं जिससे देश में एक नई शिक्षा क्रांति आएगी।

एक सवाल के जवाब में उन्होंने कहा कि अब समय की मांग है कि भारत के ट्रेडिशनल लर्निंग कोर्सेज को ई-लर्निंग कोर्सेज में बदला जाए। □

## Congress 'adopts' NDA's SSA scheme.

### To Be Named Rashtriya Shiksha Abhiyan

Congress has moved to put its own political imprint on a flagship scheme — Sarva Shiksha Abhiyan. SSA is now likely to be called 'Rashtriya Shiksha Abhiyan'.

Though it may appear to be a mere change of nomenclature, the shift from SSA to RSA betrays a political move for the authorship of a widely acclaimed scheme on improving the standard of and facilities for basic education.

Many may also see the move as part of the 'detoxification drive' run by HRD minister Arjun Singh when he kicked off his innings at the helm by cleansing the education syllabi and institutions of the saffron legacy.

SSA has gone on to embrace the vast swathe of the country on

account of state intervention to enrol poor children in schools from the basic level.

This year, officials say, SSA acquired a truly national character with Goa, too, joining in. The interesting dimension to authorship claim lies in the fact that the proposed name would bring it in tune with 'Rashtriya' flagship schemes identified with UPA like *Rashtriya Rozgar Yojana*. Also, SSA would come to an end in three years, around the time when Lok Sabha elections are next due. What may have also pushed the Centre's move for a change of name is that states were appropriating SSA while listing their achievements though it is an overwhelmingly Central programme with New Delhi contributing 75% of the funds.

UPA government has done its bit ever since the country started paying 2% cess to fund SSA in 2001. In 2006-07, the SSA budget was raised to Rs 11,000 crore from the previous year's Rs 7,200 crore.

The programme aims to achieve 100% enrolment of children between 6 and 14 years, with the government providing money for almost everything — infrastructure to reading material. While the mid-day meal is part of it, it is funded separately. As many as 11 lakh schools are part of SSA.

Centre bears the bulk of funding, giving 75% of the share while each state contributes the remaining 25%. The North-East has the Centre-state funding pattern of 90:10.



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### Conference on Women Education and Development Organised by IAEA

The 55<sup>th</sup> All India Adult Education Conference on, "Women Education and Development", was held during Feb. 21-23, 2007 at Prajapita Brahma Kumaris Ishwariya Vishwa Vidyalaya, Shantivan Campus, Talheti, Abu Road, Rajasthan. It was organised by Indian Adult Education Association (IAEA) and International Institute of Adult and Lifelong Education (IIALE) in collaboration with National Commission for Women, New Delhi. Dr. Ajay Kumar's paper on the theme of the Conference formed the working paper for initiating the discussion. The deliberations were guided by eminent adult educators and educationists. Technical sessions, group discussions and plenary sessions were, organised as part of the conference. A report of each days deliberations was presented to the delegates the next morning through Daily News Bulletin.

The Inaugural session of the conference started at 10.30 a.m. on 21<sup>st</sup> February, 2007. The Chief Guest was Hon'ble Raj Yogini B.K. Mohini, Director, Central & South America and Brazil, B.K.s. Prof. K.C. Choudhary, President, Indian

Adult Education Association and Chancellor International Institute of Adult and Lifelong Education, New Delhi presided over the function. Hon'ble B.K. Mruthyunjaya Bhai,

Prof. K.C. Choudhary, Prof. K.S. Pillai, Prof. Surendra Singh, Prof. N.N. Joshi, Ms. Rajsri Biswas, Prof. Arun Misra, Dr. Madan Singh and Shri N.C. Pant. Hon'ble B.K.



*Inaugural Session*

Executive Secretary B.K.s and Vice Chairperson, Education Wing. Prof. K.S. Pillai, Prof. Surendra Singh, Prof. N.N. Joshi, Ms. Rajshree Biswas, Prof. Arun Misra, Dr. Madan Singh and Shri N.C. Pant were also on the Dais. Bouquets were presented to the Chief Guest Raj Yogini B.K. Mohini, B.K. Mruthyunjaya Bhai,

Mruthyunjaya Bhai welcomed the President, Vice Presidents, General Secretary, other office bearers, members of the Executive Committee of IAEA and other delegates to the conference. In his welcome address, he described the activities of the spiritual university (Ishwariya Vishwa

*contd. on pg. 3*

# Women unhappy over actual allocations

Setting up of gender budgeting cells hailed as 'a positive sign'

Women's groups have expressed happiness over the growing awareness of gender sensitivities in budgetary allocations, though they have expressed disappointment over the actual allocations.

Responding to the Union budget, tabled in Parliament, women's groups have said while it was a positive sign that 50 ministries and departments had set up gender budgeting cells and Income Tax exemption was higher for women, the outlay for women specific programmes was just Rs. 8,795 crore – just about .01 percent of the total budget.

For schemes where at least 30 percent is for women specific programmes, the outlay is Rs. 22,382 crore which is a small sum.

As far as education goes there is no specific focus on the girl child under the Sarva Shiksha Abhiyan, a joint statement issued here said.

"Even after putting so much emphasis on SSA in the subsequent budgets, there has not been much progress in terms of girl child education. There was a need to have special allocation for girls," according to Ranjana Kumari, director of the Centre for Social Research and president WomenPowerConnect.

Women's group feel that the Government should make a sincere effort to control price rise as it was affecting household economies adversely.

"The plan to insure the heads of the household is ambiguous and

women are likely to be left out in the rural areas as they are neither considered as heads of the household nor as earning members even when they are

- Price rise affecting household economies
- Not much progress in girl child education

engaged in gainful economic activities," she said.

## Equity concerns

The All-India Democratic Women's Association (AIDWA) has noted with disappointment that the budget had failed to make use of the much-flaunted 9.2 percent growth rate to address equity concerns. This is in spite of the fact that the Finance Minister accepted in the speech that "our human and gender development indices are low." No attempt has been made to allocate sufficient resources for the development of the poor and the marginalized sections, particularly women, a statement issued here said.

He has also failed to generate additional resources and shift the expenditure thrust in favour of marginalized sections, especially women. Issues of livelihood security and food security have been dealt with in a manner which indicates mere tokenism of the government, the statement added.

The absence of significant allocation for strengthening the public distribution system (PDS) which is the most essential

component of food security, is another serious weakness of the budget.

The increase in the proposed outlay on food subsidy is only 6.2 percent in spite of the inflationary pressure on prices and no attempt is made to resort to a universal PDS since the targeted PDS has a limited reach, AIDWA has said.

Also, the budget has not allocated, sufficient resources to deal with the unprecedented agrarian crisis which is reflected in rising unemployment and lack of any alternative livelihood options, the statement said.

Similar sentiments have been expressed by the National Federation of Indian Women (NFIW) that said the general budget did not address the concerns of women and children adequately. "The allocation for the Integrated Child Development Scheme and anganwadi is meager despite the fact that the Prime Minister has expressed concern over this issue.

There is no corresponding affirmative action in the form of budgetary allocation and no mention of pre-school education," a statement issued by NFIW said.

## Gender budgeting

On gender budgeting, the allocation for "women specific programme" and "women component" in the general budgeting of different ministries is very marginal.

There is no mention on the monitoring of gender budgeting, it said. □

contn. from pg. 1

## Conference on Women...

Vidyalaya) and said that the missing dimension of spiritual education with divine values needs to form part of the activities of all the educational institutions in the country to make the society crime free and vice free. The lamp was lighted by all the dignitaries on the Dais. The session started with an invocation song by Madhur Vani Group of B.K.s. Dr. L. Raja on

Nagar Rajasthan Vidyapeeth (Deemed) University, Udaipur.

The conference was inaugurated by Raj Yogini B.K. Mohini. Prof. K.C. Choudhary delivered the presidential address. Dr. Madan Singh proposed a vote of thanks.

The introductory session was presided over by Prof. Surendra Singh and Prof. Arun Misra. It was compered by Sh. N.C. Pant. Dr. Ajay Kumar, Associate Professor,

into five groups to hold discussions of each of the following topics and to come up with their suggestions and recommendations. The group formation was as under: -

- 1 Women Education, Gender Equality and Empowerment
- 2 Women and Health Chairman
- 3 Social Status of Women
4. Economic Development and Women
- 5 Women and Legal Provisions

The group reports were presented in a plenary session which was presided over by Prof. S.K. Kejariwal.

The Valedictory session started with Saraswati Vandana. Prof. Surendra Singh was the Chief Guest. He delivered the valedictory address. Prof. K.C. Choudhary presided over the function and delivered the presidential address. B.K. Mruthyunjaya Bhai and B.K. Karuna Bhai of P.B.K. institution were presented Shauls on behalf of Dakshin Hindi Prachar Sabha. Declaration of the conference was presented by Prof. B.B. Mohanty. Dr. Madan Singh presented a vote of thanks to the Chief Guest and other dignitaries on the dias. He also thanked all the delegates, P.B.K. Vishwa Vidyalaya, National Commission for Women, IIALE, Universities, JSSs and other institutions for facilitating the organisation of this workshop.

The conference reviewed the existing situation made several recommendations and suggestions for the development and empowerment of women in respect of education health, social, economic and legal aspects of life in the country.



*Delegates to the Conference*

behalf of IAEA welcomed the Chief Guest Raj Yogini B.K. Mohini, B.K. Mruthyunjaya Bhai, participants from all parts of the country, brothers and sisters (Brahma Kumaris) of Ishwariaya Vishwa Vidyalaya. Dr. V. Reghu read out messages received from his Excellency Sh. Bhairon Singh Shekhawat- Vice President of India, Union Railway Minister Shri Lalu Prasad Yadav and Health Minister Dr. Ambumoni Ramadoss for the success of the conference. Shri S.S. Nandwana read out the message of Prof. Bhawani Shankar Garg, Chancellor Janardhan Rai

Group of AE, JNU, New Delhi presented the background paper of the conference. During the course of the conference three technical sessions were held. Over 30 papers prepared by the delegates to the conference were presented in these sessions. These sessions were presided over by Prof. N.N. Joshi, Ms. Rajshree Biswas, Vice Presidents, IAEA and Prof. B.B. Mohanty, International Consultant. Conducting of these sessions was coordinated by Sh. Prem Chand, Consultant, IAEA.

After the presentation of papers, the delegates were divided

*Your ability to recognize the specialities of others makes you a natural leader.*

## Firm foundation being laid for education

The Karnataka Government has given a huge thrust to primary and secondary education with a higher budgetary allocation

The fallout of the State Government's decision to derecognise those English medium schools that were in violation of the State's language policy hogged media headlines in the past few months.

It also, perhaps, diverted attention from the positive steps taken by the present Government in strengthening and extending primary and secondary education.

The year that the present coalition Government has been in power has seen a huge thrust given to primary and secondary education with a higher budgetary allocation, appointment of teachers, improvement of infrastructure and other measures for existing schools, besides starting new schools. This is in recognition of the need to give a firm foundation for education at the primary level by ensuring both easy access and quality.

A Sum of Rs. 742 crore was allocated for education this year under the Sarva Shiksha Abhiyan scheme. While the allocation last year was Rs. 435 crore, this year has seen a huge leap of 41 percent in allocation.

As many as 716 new primary schools were started this year in the State. Besides, 341 lower primary schools were upgraded. A decision has also been made to start 8<sup>th</sup> standard classes in 2,325 schools, besides constructing 14,368 classrooms in primary schools at a cost of Rs. 375 crore. Electricity will be provided to 14,328 schools at a cost of Rs. 7.16 crore. For the first time, school uniforms were distributed to students on the very first day of school in the new

academic year.

Children tend to stay out of the ambit of education because of various pressures such as economic compulsions, gender discrimination and so on. A massive allocation of Rs. 48.38 crore has been made to bring more children to school. About 75,000 children in the age group of six to 14 are not in school in the State. An effort is being made to bring them to school through innovative schemes such as Chinnara Angala, Sanivaasa Bridge Course and EGS centers.

Many of our schools, especially in rural areas, lack adequate teachers to match the number of students. In a bid to correct this imbalance, tests have already been held to recruit 4,764 primary school teachers, and a temporary list has been announced. The Government has announced its decision to fill 5,912 vacancies in the existing schools. About 7,470 posts of government teacher have been upgraded to that of headmaster.

One of the biggest gifts to school-going girls in rural Karnataka in the budget was the decision to distribute bicycles to girls in high school from below the poverty line (BPL) families. This has benefited 1.75 lakh girls in the State. The eligible girls have received bicycles worth Rs. 2,300 each. All bicycles have the Suvarna Karnataka symbol etched on them. The scheme has cost the State exchequer Rs. 35.63 crore. The programme is aimed at addressing the problems faced by girls in reaching schools in remote areas and hopes to

increase their attendance in schools.

A foundation is of no avail unless something solid is built on it. This is why high school education is also an area of serious concern.

The Government this year has started 485 high schools in Karnataka. This is as against 469 high schools started in the past five years. Permission was also given to start 171 private high schools without financial aid. With the help of NABARD, the Government will build 2,357 classrooms in government high schools at a cost of Rs. 90 crore. Tests have already been conducted to recruit teachers to fill 5,984 vacancies in high schools. A sum of Rs. 2.5 lakh has been allocated to 404 high schools this year to provide them better infrastructure.

While less than 100 new pre-university (PU) colleges were started in Karnataka over the past 10 years. 130 PU colleges have been opened this year alone. Besides, permission has been given to start 273 private PU colleges without financial aid. In keeping with the required student-teacher ratio, 800 new posts of lecturer have been created. Measures have been taken to ensure that every taluk has at least one college that has a science department. The process of filling 451 vacancies in various colleges has been initiated through the Karnataka Public Service Commission. The Government proposes to construct 557 classrooms and 91 new buildings with the help of NABARD. Sixty-two private PU colleges started by Scheduled Caste/Tribe

*contd. on pg. 5*

## 53,240 girls students dropped out

As many as 53,240 girl students have dropped out of various educational institutions during the past two years in Jammu and Kashmir. The figure does not include those in the Leh and Kargil districts of Ladakh.

This was stated by the Education Minister in a written reply to Ms Shanti Devi (PDP) in the Assembly.

The minister said the dropout percentage of girls in rural areas of the Kashmir valley was 5.19, while in the urban areas it was 2.65 per cent.

The dropout percentage of girls in rural areas of Jammu division was 1.9 per cent, while in urban areas it was 0.47 per cent.

The minister said several steps had been taken to check incidence of dropout among girls in the state. Residential schools for girls belonging to the Scheduled Caste, Scheduled Tribes and OBC categories had been established in remote areas where the incidence of female dropout was more.

Free textbooks were being provided to girl students from Classes I to VIII and a mid-day meal scheme for Classes I to V had been introduced to improve retention. Besides, awareness programme had been launched in rural areas.

*contn. from pg. 4*

institutions have been recognized for a total annual aid of Rs. 6.89 crore.

This year saw an important decision made to smoothen the process of admissions to technical education institutions in Karnataka. Amendments were made to ensure that students from the State get a total of 29,000 engineering, 1,367 medical and 867 dental seats in various colleges. As per the earlier rules, students from the State could get seats only in government colleges through the Common Entrance Test Cell.

## NGOs want data on SHGs made available

Non-governmental organisations across the country have asked the States and other institutions engaged with self-help groups (SHGs) to make available the data related to achievements in poverty alleviation, empowerment and literacy. Such data should be disaggregated by caste and class categories to enable a realistic assessment, the NGOs said at the end of a two-day convention here on Friday.

The groups were of the opinion that there was no data on the number of SHGs in the country, their deposits and the loans disbursed to them or even the impact these have had in empowering women. Since it was believed that there were 7 million SHGs — including those constituted by the Government under its various self-employment schemes — the Government should set up a committee on the status of SHGs to review the existing perspectives, policies and programmes related to SHGs in order to strengthen their potential towards addressing the social, economic and political rights of women. The committee should include eminent academicians and practitioners who have experience in dealing with issues of women's empowerment, poverty and livelihood.

The State should institute a regulatory framework for the functioning of micro finance

institutions to ensure that there was a limit on the extent of interest rate. They said the manner of recovery of loans should not be exploitative. Referring specifically to the Microfinance Bill slated to be tabled in Parliament, the groups opposed the provision of making the National Bank for Agriculture and Rural Development (NABARD) regulator for the fear of being misused, and instead suggested the setting up of a commission with representations from the districts also.

Also, they suggested that there should be a cap on the interest rates instead of leaving it to the market forces, as the rich were always in a position to negotiate the rates.

Micro-credit and self-help-groups is only one of the inputs and enabling conditions that is required for empowerment and poverty alleviation. The State in particular needs to invest adequate resources and to change policies in a manner that women's subordinate status and poverty are addressed, said Jaya Sharma of Nirantar. Although participation in SHGs has meant opportunities related to mobility and a legitimate space in the public realm, the overall picture is one that raises several critical concerns related to gender justice and livelihoods that the 11th Five Year Plan process needs to address, she said.

*The shining sun of truth can never be shadowed by the clouds of doubt.*

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Sd/-  
Dr. Madan Singh  
Signature of Publisher

## Literacy drive for tribal girls

The Centre plans to come out with a special package to improve literacy levels among tribal women. Only 34.7 percent tribal women are literate and that is far below the national average of 54 percent.

Fifty-four districts with a tribal population of over 25 percent and where female literacy levels are below 35 percent were selected for the literacy drive.

Tribal Affairs Secretary Meena Gupta said the ministry had set aside Rs. 20 crore for the scheme in 2007-08.

The plan envisages the setting up of district education support agencies in tribal areas with low literacy levels to ensure that tribal girls go to school. The volunteers would meet the families of tribals to convince them about the need to send their children to school.

## PhD Awarded



G. Suresh Kumar, Registrar, Child Development Center, Medical College, Thiruvananthapuram (Formerly Programme Officer, JSS, Thiruvananthapuram and Life Member of Indian Adult Education Association, New Delhi) has been awarded PhD from Gandhigram Rural University, Tamil Nadu for the topic titled "Student Support Services in Distance Education Programmes of Indira Gandhi National Open University".

## IAEA Life Members FINAL NOTICE

For those members who have yet not responded to the Registered Notices and notice published time to time in IAEA Newsletter regarding verification of membership.

Now, IAEA Executive Committee has decided to give one more chance to the members who have not sent the verification form sent to them and published in the Newsletter, latest by 30th June 2007. After this it will be presumed that either they do not survive or not interested to continue their membership and no correspondence will be made with them.

**General Secretary**

## आज भी प्रासंगिक है भारतीय चिंतन

चतुर्थ शरद व्याख्यानमाला के मुख्य अतिथि के रूप में 'भारतीय चिंतन की प्रासंगिकता विषय पर सर्वोच्च न्यायालय के पूर्व मुख्य न्यायाधीश श्री आर.सी. लाहोटी ने विचार व्यक्त करते हुए कहा कि जिन बिंदुओं पर आज वैज्ञानिक शोध कर रहे हैं हमारे ऋषियों ने उन्हें अपने ग्रंथों में पूर्व ही लिख दिया है। दुर्भाग्य यह है कि शोध के अवसर और सुविधाएँ हमारे देश में नहीं हैं। इसलिए वैदिक एवं प्राचीन वैज्ञानिक

उपलब्धियों पर शोध करने अध्येताओं को जर्मनी जाना पड़ता है। एक शोधपत्र का उद्धरण देते हुए कहा कि जो अत्याधुनिक उपकरण और यंत्र बनाए जा रहे हैं उनके सूत्र हमारे भारतीय वाङ्मय से लिए जा रहे हैं। भारतीय संस्कृति एवं चिंतन पर बहुत प्रहार हुए हैं जिसके बाह्य एवं प्रत्यक्ष कई कारण हैं। उन्होंने कहा कि भारतीय संस्कृति और चिंतन सहअस्तित्व पर विश्वास करता है, भारत किसी पर अपनी बात थोपने पर विश्वास नहीं करता। इसी कारण हमने विश्व की सभी संस्कृतियों का स्वागत किया उनके अच्छे तत्वों का आत्मसात किया है। उन्होंने चिंता व्यक्त की कि आज विकसित देशों से अनेक विकृत अश्लील एवं यौन चिंतन हमारे देश में आ रहा है। हमें यौन शिक्षा नहीं योग शिक्षा की जरूरत है। भारत के प्रबुद्ध समाज को शिक्षा के पाठ्यक्रम में इस तरह के प्रयासों पर गंभीर चिंतन कर समाज के भविष्य और अपने चिंतन मूल्यों की पृष्ठभूमि में विचार व्यक्त करने चाहिए और यदि इसे हानिकर मानते हैं तो स्पष्ट विरोध दर्ज करना चाहिए। श्री लाहोटी ने भारतीय संस्कृति की धुरी संयुक्त परिवार को बताते हुए पश्चिमी सभ्यता के अंधानुकरण की प्रवृत्ति से बचने की सलाह भी दी।

इससे पूर्व श्री नरेश मेहता वाङ्मय सम्मान से अलंकृत डॉ. वासुदेव पोद्दार ने विश्व की

कालयात्रा : भारतीय और वैज्ञानिक दृष्टि पर अपना शोधपूर्ण व्याख्यान देते हुए कहा कि भारतवर्ष का तत्वशास्त्र 'माइथोलॉजी' नहीं; वह स्वयं में यथार्थ का तत्व दर्शन है। विज्ञान शब्द भारतीय दर्शन में तत्व का वाचक है, वह कोई अवधारणात्मक आरोपित दृष्टि नहीं। भारतीय दर्शन में सृष्टि-तात्विक अनेक प्रतिमान विद्यमान हैं, जिनमें अनेक विज्ञान समानान्तर हैं। डॉ. पोद्दार ने सरजेन्स, डेविड बोहम, जार्ज सुदर्शन जैसे वैज्ञानिक निष्कर्षों का उद्धरण देते हुए भारतीय पुरातन चिंतन से उनकी तुलना की। उन्होंने अपनी स्थापना रखते हुए कहा कि आज विज्ञान अपने सम्पूर्ण सामर्थ्य के साथ अनादि और अनंत की खोज में भटकता हुआ - भारतीय विज्ञान दर्शन के बहुत सन्निकट चला आया है। अपनी स्थापना की पुष्टि में डॉ. पोद्दार ने सर आर्थर एडिंग्टन के निष्कर्ष को प्रस्तुत किया जिसमें सांख्य दर्शन द्वारा प्रतिपादित प्रकृति का प्रथम गुण परिणाम महाबौद्धिक संचेतन-महत्व है जो एडिंग्टन का 'माइन्ड स्टफ' है। श्री पोद्दार ने कहा कि आज का विज्ञान एक अदृश्य सिंगुलेरिटी की खोज में भटकता हुआ अंत में महाकाश के कृष्णगर्त (ब्लैक होल) में समा गया है। वह बीसवीं सदी के विज्ञान को पीछे धकेल कर 'थ्योरी ऑफ एवरीथिंग' की स्थापना के शिखर पर चढ़ रहा है। श्री पोद्दार के अनेक सूत्रों और श्लोकों का उल्लेख करते हुए भारतीय काल चिंतन की समृद्ध परम्परा को तार्किक ढंग से प्रस्तुत किया।

व्याख्यानमाला एवं सम्मान समारोह के अध्यक्ष प्रो. गोविन्दचन्द्र पाण्डे ने कहा कि काल पर यद्यपि अनेक दृष्टियाँ हैं लेकिन आनंद में समय की प्रतीति लुप्त हो जाती है इसी कारण आनंद को ब्रह्म कहा गया। पश्चिम का काल चिंतन सीधी रेखा में है जबकि भारत में इसे अनंत और अनादि माना है। उन्होंने कहा कि भारत को यूरोप से राजनीति में कुछ नहीं

सीखना है। भारत ने तो छह साम्राज्य बनाए हैं। उन्होंने कहा कि चीन के दार्शनिकों का मत है कि चीन के विकास में उनकी परम्पराएँ हैं। हमारे कुछ अर्थशास्त्रियों को चीन के बारे में भ्रांतियाँ हैं, भारत को भी अपनी परंपराओं से ही सीखना चाहिए। व्याख्यानमाला एवं समारोह का आयोजन म.प्र. राष्ट्रभाषा प्रचार समिति एवं पं. रविशंकर शुक्ल हिन्दी भवन न्यास ने किया।

व्याख्यानमाला से पूर्व सर्वोच्च न्यायालय के पूर्व मुख्य न्यायाधीश श्री आर.सी. लाहोटी और सुप्रसिद्ध भारतीय वाङ्मय के विद्वान प्रोफेसर गोविन्दचन्द्र पाण्डे ने विश्व की कालयात्रा एवं रामायण और महाभारत:काल निर्णय जैसे ग्रंथों के रचयिता डॉ. वासुदेव पोद्दार को श्री नरेश मेहता स्मृति वाङ्मय सम्मान-२००६ से सम्मानित किया। इस सम्मान की स्थापना स्व. नरेश मेहता की पत्नी श्रीमती महिमा मेहता ने की है। श्री पोद्दार ने उनके प्रति आभार व्यक्त किया। इस अवसर पर देहरादून की कथाकार श्रीमती अल्पना मिश्रा को श्री शैलेश मटियानी स्मृति सम्मान-२००६ से अलंकृत किया गया। कार्यक्रम के पूर्व म.प्र. राष्ट्रभाषा प्रचार समिति के अध्यक्ष प्रो. रमेश दवे ने अतिथियों का स्वागत करते हुए सम्मान समारोह की पृष्ठभूमि पर प्रकाश डाला। कार्यक्रम का संयोजन एवं व्याख्यानमाला का संचालन प्रो. आशा शुक्ला, निदेशक महिला अध्ययन केन्द्र ने किया। श्रीमती सुनीता पाठक ने श्री पोद्दार और श्रीमती अल्पना मिश्रा के सम्मान का प्रशस्ति वाचन किया। कार्यक्रम के अन्त में साहित्यकार बी.आर. परमार की व्यंग्य रचना 'लोक लाज के लाले' का लोकार्पण न्यायमूर्ति श्री लाहोटी ने एवं आभार प्रदर्शन डॉ. प्रतिभा गुर्जर ने किया। इस अवसर पर श्री लक्ष्मीनारायण शर्मा, श्री कैलाशचन्द्र पन्त, मंत्री-संचालक, पूर्व सांसद, अनेक वरिष्ठ न्यायमूर्ति, वरिष्ठ साहित्यकार एवं गणमान्य व्यक्ति उपस्थित थे।

## For HRD, fund crunch isn't over ... despite an increase

Despite being one of the few Ministries to have got as high an allocation as Rs 22,191.00 crore for the year 2007-08, the Human Resource Development Ministry will get Rs 5,063 crore more than what it got last year. "This would make it difficult to take care of the Veerappa Moily Committee recommendation for expansion of intake of the students in higher educational institute by 54 per cent (27 per cent for OBC and 27 per cent general category)," HRD sources said.

The Oversight Committee had asked the Government to put separate Rs 1,600 crore in its recommendation for the expansion of intake capacities in the backdrop of the new quota of 27 per cent for OBCs.

The management of higher educational institutions, however, had said that even this amount was not enough and demanded more funds for expanding their intake capacities.

The HRD Ministry under Shri Arjun Singh had posted a claim for a hike of 139 per cent. Now, it will

have to be satisfied with an extra Rs 5,063 crore only though the agenda for more inclusive education and its expansion at the higher education level required more.

While there has been a demand for improvement in teachers' quality, interestingly no special allocation has been given to this and only Rs 500 crore have been left for the purpose.

For strengthening teachers' training institutions for elementary education, a meagre amount of Rs 50 crore has been given.

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## AICMED SECOND SOUTH ZONE CONFERENCE ON EDUCATION FOR SUSTAINABLE LIVELIHOODS IN RURAL AREAS

### Introduction

A three day South Zone Conference on Education for Sustainable Livelihoods In Rural Areas was organized by the South India Regional Committee (SIRC) of All India Council for Mass Education & Development (AICMED) in collaboration with the Department of Adult & Continuing Education, Andhra University, Visakhapatnam.

### Inaugural Session

The conference was inaugurated by the Hon'ble Vice-Chancellor Prof. Dr. L. Venugopala Reddy Garu. In his inaugural address, he emphasized that the traditional occupational groups such as Agriculture, handlooms, handicrafts, rural services etc., should acquire formal training/education. The formal training would help in carrying out their occupations in an effective and optimum manner. He also stressed the rural livelihoods would be promoted through education and it will lead to sustainability of the livelihoods. He

observed that the lives and livelihoods of the rural people are directly dependant on the factors such as manual labour, good health, access to land, credit facilities, food security etc., Further, he emphasized that the education and training would build the skills, confidence, self-esteem of the rural people in carrying out their livelihood opportunities. He said that four designs of education/training programmes, the livelihoods and survival needs of rural people have not been met. Thus he stressed that there is a need for linking education to self development and skill training leading to greater bargaining power and self esteem. Prof. J.V. Prabhakar Rao, Principal, A.U. College of Arts and Commerce, Visakhapatnam presided over the session. In his Presidential Address, Prof. Rao highlighted that the education is crucial for socio-economic development in general and livelihoods or employment of rural people in particular. He regretted that the present education which has been

imparted through colleges and universities are helping the students to get degrees. But all the graduates are not getting employment due to non-acquisition of required skills needed for carrying out the assigned job. Prof. Anil Sarkar, the Vice President of AICMED, Kolkata who was the Guest of honour appreciated the organizers for choosing the appropriate theme for the conference and involving people who are involved in promotion of education and livelihoods. Earlier Dr. B.S. Vasudeva Rao, Associate Local Secretary welcomed the Guests. Prof. M.C. Reddeppa Reddy, Regional Secretary, SIRC (AICMED) briefly explained about the objectives of the conference. He mentioned that the objectives would include: 1. To examine the relevance of present education system to the lives and livelihoods of rural people, 2. To identify the socio-economic factors responsible for changes in the livelihood patterns, 3. To

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understand the status of education in different states and its impact on livelihood patterns, 4. To examine the employment opportunities available for the rural people for sustainable livelihoods, 5. To evolve the strategies for bringing changes in education so as to sustain the rural occupations and 6. To deliberate on the theme and sub-themes of the conference and bring out a volume with quality papers.

Sri. D. Rama Krishna, President, SIRC proposed vote of thanks.

### **Theme Paper**

The main theme paper of the conference was presented by Prof. M.C. Reddeppa Reddy, Director, Dept. of Adult and Continuing Education and the Regional Secretary of the Conference. He presented his paper under three sections. In Section 1, the definitions of livelihoods, livelihood interventions and sustainable livelihoods and the livelihood principles were discussed. In Section 2, the Status of livelihood opportunities, the problems of rural occupational groups and the determinants of sustainable livelihoods were explained. Dr. Reddy suggested certain strategies to address the livelihood problems of rural people in Section 3. they include: protecting, maintaining and building the critical assets of poor; empowering the poor and providing them with more and better opportunities for using their assets. He stressed the importance of quality education for sustainable livelihoods. He also highlighted various reforms in

educational programmes for sustainable livelihoods particularly in agriculture. Another paper was presented by Prof. Arabinda Bhattacharya, the Faculty Member of Dept. of Business Management, Calcutta University and Treasurer, AICMED. In his paper, he stressed the need for adult literacy for securing livelihoods and their sustainability.

### **Technical Sessions**

Six Technical Sessions were held to discuss on different sub-themes of the Conference.

#### **First Technical Session**

In the First Technical Session, four papers were presented. Dr. Seeni Natragan presented the Gandhiji's Basic Education Model and its relevance to Livelihoods. Sri. V. Sathyaseelam presented a paper on the Skills Training programme, which is an answer for sustainable livelihood among rural youth. Dr. A. Sailaja presented a paper on Green to Ever Green in which she highlighted the need for organic farming which will improve the quality of life of rural people besides contributing for environmental cleanliness. The session was chaired by Prof. T. Kumaraswamy of S.V. University and Dr. N. Arunacharam of Alagappa University acted as Rapporteur.

#### **Second Technical Session**

The Second Technical Session was chaired by Dr. G.V.R.R. Prasad, (Retd.) Dy. Director (Adult Education), Govt. of Andhra Pradesh and Mrs. V. Jagadeeswari, Project Officer, SPMVV, Tirupati acted as Rapporteur. In this session, five

papers were presented by Prof. T. Kumaraswamy of SV University (Vocationalization of Education), Dr. N. Arunacharam of Alagappa University (Devising Life Skills in Continuing Education), Sri. B.V. Siva Reddy of Govt. Degree College, Jammalamadugu (Education for Sustainable Livelihoods in Rural Areas), Mr. E. Bhuvaneswara Chowdary, Research Scholar, Dept. of Adult Education, SVU (Youth and Livelihoods) and Dr. Shaik Suleman of Sri YN College (PG), Narsapur (Challenges of the Community Education for the Sustainable Development).

#### **Third Technical Session**

The Third Technical Session was chaired by Prof. Ch. Lakshminarayana of Andhra University and Sri V. Sathyaseelan, Advisor, L&T acted as Rapporteur. In this session, Sri K. Rajendran, Vice-President, State Committee, Indian Association of Lawyers presented a paper on the Impact of Globalization and Modern Education and Rural Livelihood patterns, Mr. K. John Babu, Research Scholar, Dept. of J & M C presented a paper on Mass Media and its role in Educating the people in Rural Areas and Mrs. V. Jagadeeswari presented a paper on Role of Universities for Achieving Sustainability in Rural Occupations.

#### **Fourth Technical Session**

The Fourth Technical Session was chaired by Dr. Shyam Atturi of Andhra University and Dr. Sailaja of Acharya NG Ranga Agricultural University acted as Rapporteur. In this session, Dr. M.S.R. Sharma, Sr. Lecturer,

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DITE, Bheemili presented a paper on Strategies for Improving Rural Education which will facilitate the Rural Occupations, Dr. P. Jagadeeswara Rao of Dept. of Geo – Engineering, Andhra University presented a paper on the Role and Impact of Education in Generation of Rural Employment in Sustainable Manner – A Case Study of Visakhapatnam and Ms. B. Praveena Devi presented a paper on Vocational Training Education.

#### **Fifth Technical Session**

The Fifth Technical Session was chaired by Dr. B.S. Vasudave Rao of Andhra University and Dr. B. Govinda Reddy of SK University acted as Rapporteur. About six papers were presented in this session. They include: A P Modal of Continuing Education Programme was presented by Dr. Ch. Narayana Reddy, Dy. Director (Adult Education) Prakasam District, A.P., Learning and Livelihoods: The role of Commonwealth of Learning was presented by Dr. D. Channa Reddy of SK University, Education and Sustainable development of marginalized sections with reference to women empowerment by Dr. S. Sudhakar Babu of University of Hyderabad and Strengthening and Stabilization of capacities for neo-literates and literates to improve the livelihoods so as to suit the needs of tribal people was presented by Smt. J. Padma Kumari of Education Department, Andhra University.

Mr. Sathyanarayana of Acharya Nagarjuna University presented a

paper on Societal programmes and schemes towards sustainable livelihoods and rural development and Mr. V. Christian Jacob of Samarlakota presented a paper on the role of Panchayat Raj Institutions and NGOs towards the sustainable rural development.

#### **Sixth Technical Session**

The Sixth Technical Session was chaired by Dr. D. Channa Reddy of SK University, Anantpur and Mr. P. Visvanatha Gupta of Andhra University acted as Rapporteur. In this session, six papers were presented. Dr. M. Syamala of IASE, Andhra University presented a paper on The Strengthening and stabilization of capacities for neo-literates and literates to improve the livelihoods so as to suit the needs of rural people and Ms. J. Anuradha of Education Department, Andhra University, in her paper 'Basic needs for rural livelihoods' focused on rural infrastructure facilities required by the rural people. Dr. OPM Tripathi in his paper 'Role of formal and non-formal educational institutions in accessing education for the rural people' stressed the role of formal and non-formal education institutions in rural development and livelihoods, Dr. G.V.R.R. Prasad, Retd. Dy. Director (AE), Govt. of Andhra Pradesh in his paper 'lifelong learning for livelihoods', stressed the needs for the establishment of community colleges to provide education to rural people, Dr. S. Nageswara Rao, Principal KPN College of Education, Vijayanagaram District in his paper 'Educational Guidance required to rural students' stressed on

Vocational Guidance and Counselling for better livelihoods, Dr. Sanjay Moon of Dr. Babasaheb Ambedkar, Marthwada University, Aurangabad presented a paper on Socio-economic and cultural aspects of education and interlinking the education with the livelihoods of rural people.

#### **Resource Persons/Participants**

The Members of AICMED, Faculty members of the Departments of Education and Adult & Continuing Education, Open Universities / Distance Education Institutions, Jana Shikshan Sansthan, Zilla Saksharta Samities, Chief Functionaries of Non-Governmental Organizations etc., from the southern states attended. Five member team from the AICMED, Kolkata participated in the deliberations. Prof. T. Kumaraswamy, Professor, Dept. of Adult & Continuing Education, S.V. University acted as the Convener of the Sessions.

#### **Valedictory Session**

Prof. Dilip Mukhopadhyaya, Formerly Registrar, Viswa – Bharathi, Santhiniketan (WB) and Editor, Journal of Adult Education and Development in his valedictory address, emphasized the need for organizing this type of seminars and conferences which will help to deliberate on the conditions of livelihoods and livelihood opportunities in rural areas particularly for the poor. This type of programmes would help in bringing the people from all walks of life to a single platform. Prof. P. Vijaya Prakash, Registrar of Andhra University, Visakhapatnam was the guest of honour and

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congratulated the organizers for choosing the appropriate theme, drawing the delegates from the different organizations and deliberating on different sub-themes of rural livelihoods, livelihood opportunities and their problems and prospects etc. While addressing the delegates he narrated a small story of a man and the tree which analogues to the sustainability of environment. The fruit bearing trees would yield crop every year and the human beings enjoy them by plucking and eating. Instead of plucking, if they resort for cutting the tree, they loose the tree and the fruits as well subsequently. Earlier, the group reports were presented by Dr. G.V.R.R. Prasad, Retd. Dy. Director of Adult Education, Govt. of Andhra Pradesh and feedback on the conference was given by Prof. Nabinanda Sen of Calcutta University. Prof. M.C. Reddeppa Reddy, Regional Secretary of SIRC Proposed vote of thanks and acknowledged the help and support given by the institutions and individuals.

#### **Presentation of Excellency Awards**

As part of the conference, SIRC (AICMED) presented the Excellency awards for the eminent personalities who served for social development and were chosen from among the Civil Servants (Administrators), Academics, Public Life, Voluntary Sector and Social Service for the year 2007

under different categories. Sri Gadicheria Harisarvottama Rao Award for Excellency in Administration was presented to Dr. A. Vidyasagar, IAS, Commissioner and Director for Sugars, Govt. of A.P., SIR C.R. Reddy Award for Excellency in Academics was given to Dr. P. Kanniappan, Vice-Chancellor, Alagappa University, Karaikudi, Tamilnadu, Sri Tanguturi Prakasam Panthulu Award for Excellency in Public Life was conferred on Smt. P. Krishnamma, Chairperson, AP Women's Finance Cooperative Corporation Ltd., A Govt. of A.P. Undertaking, Hyderabad, Dr. (Smt.) Durgabai Deshmukh Award for Excellency in Voluntary Sector was given to Sri G.N. Rajasekhara Naidu, Director, Vidya Liberation Through Cultural Action (VLTC), Gulbarga, Karnataka, Sri Mahatma Jyothirao Phooley Award for Excellency in Social Service was presented to Smt. P. Vijayalakshmi of Shree Shakthi Sanghatan, Tirupati. A Special Jury Award was presented to Sri B.V. Siva Reddy, Lecturer in Commerce, Govt. Degree College, Jammalamadugu, Kadapa district. For each awardee, a citation, a gold medal, a plaque and a shawl were presented.

The Awards Presentation function was presided over by Sri. D. Ramakrishna, President of The SIRC and the awards were presented by Dr. M. Gopalakrishna Reddy, formerly Vice-Chancellor, Andhra University, Visakhapatnam.

Prof. M.C. Reddeppa Reddy, Regional Secretary of SIRC explained about the Excellency awards and the selection process. Earlier Dr. B.S. Vasudeva Rao introduced the Chief Guest of the function and welcomed the distinguished awardees and invitees. The awardees responded suitably for choosing them for the respective awards and felicitating them appropriately. They expressed their satisfaction, the way they were felicitated. □

### **IAEA Life Members FINAL NOTICE**

For those members who have yet not responded to the Registered Notices and notice published from time to time in IAEA Newsletter regarding verification of membership.

Now, IAEA Executive Committee has decided to give one more chance to the members who have not sent the verification form sent to them and published in the Newsletter, latest by 30<sup>th</sup> June 2007. After this it will be presumed that either they do not survive or not interested to continue their membership and no correspondence will be made with them.

**General Secretary**

*Experience is not what happens to a man; it is what a man does with what happens to him*

*- Aldous Huxley*

## All families in Kerala to be made computer-literate within a year Plan to make the State fully e-governed within five years

After achieving total literacy more than a decade ago, Kerala is all set to make at least one member each of all families in the State computer-literate.

The Information Technology Department has worked out a draft roadmap for the programme involving local bodies, which aims at realising the target within a year.

The department has a much more ambitious agenda — making Kerala a fully e-governed State within five years. The family-level computer-literacy project has been designed towards that end.

IT Special Secretary K.R. Jyothilal told The Hindu that total computer literacy at the family level would be achieved through the IT@School project and by

extending the Akshaya computer literacy project to all districts.

The Akshaya project was extended to Kasaragod, Kannur, Kozhikode, Thrissur, Ernakulam, Pathanamthitta and Koilam districts after its success in Malappuram in 2004. It would be extended to Palakkad, Wayanad, Idukki, Alappuzha, Kottayam and Thiruvananthapuram.

When extended to the remaining six districts, the project will have three facets: spreading e-literacy, generating locally relevant content in local languages to be made available on computers at the Akshaya centres and utilising these centres for providing services.

In this phase, efforts are on to integrate the Akshaya project with

the common service centre scheme of the Union Government. The service centres will provide Government-to-citizens services and business-to-citizens services. The Akshaya centres are also expected to do so.

The Union Government's proposal was to start one centre for six villages. In the early phase, the Akshaya project was focussing on spreading e-literacy. Now, efforts to provide the computer-literates an opportunity to use their newly acquired knowledge are being launched, Mr. Jyothilal said. Altogether 1,500 Akshaya main centres and another 1,000 sub-centres are working in the districts where the project has been launched. An equal number of centres will be started in the next phase.



## NCERT to set up rural education cell soon

The National Council of Educational Research and Training (NCERT) will soon set up a Rural Education Cell to figure out the problems that plague rural schools and to strengthen their overall performance.

The Council has also decided to create a new Reading Cell - to be funded by Sarva Shiksha Abhiyaan - that will focus attention on the reading skills and capabilities of students of Classes I and II.

The Executive Committee chaired by Union Human Resource Development Minister Arjun Singh approved of these two

plans, NCERT Director Krishna Kumar informed.

The Rural Education Cell that will be housed on the NCERT campus will make a deep analysis of the all-India education survey data to assess the condition of rural schools. "We will segregate the rural data gender wise and age wise to look deeply at patterns that emerge. We will try to get to the heart of the problem of rural education in terms of working conditions, infrastructure, teachers, poor performance and high dropout rate of students," Prof. Kumar said.

The cell will also conduct case studies in different States and organise conferences for rural teachers to help evolve a policy for rural schools. "Personally, I am happy that we will be doing something especially for rural schools. The rural-urban divide in the field of education in our country is something which we would very much like to study and bridge," he added.

As part of the Reading Cell, NCERT would bring out graded self-reading series of "tiny books" for little children that will help to sustain their interest in what they

contd. on next pg.

## Right to education: move to opt for Central legislation A staggered roll-out is being contemplated

Stiff opposition from the State governments to the model right to education (RTE) Bill has made the Union Human Resource Development (HRD) Ministry reconsider the Central legislation route to operationalise the Fundamental Right to Education enacted in 2002.

This time round, the Ministry is not considering a one-size-fits-all schedule for implementation of the RTE by States. Instead of the three-year timeframe envisaged in the original legislation, a staggered roll-out is being contemplated depending upon the existing levels of enrolment; thereby spacing out the financial burden on the Centre. Broadly, States will be divided into three categories.

### Short timeframe

The shortest timeframe of three years for roll-out will be given to States, which boast of female literacy over 60 per cent. With 19 States in this category, it will be the largest of the three and includes Kerala, Tamil Nadu, Pondicherry, Delhi, West Bengal, Maharashtra, Goa, Himachal Pradesh and Punjab.

The second category will have States with a female literacy rate of between 40 and 59 per cent.

Among the 14 States in this category are Andhra Pradesh, Karnataka, Jammu & Kashmir, Gujarat, Haryana, Madhya Pradesh, Rajasthan and Uttar Pradesh.

Here, the Act will have to be put in place within five years.

In the third category, which comprises Bihar and Jharkhand, where female literacy is below 39 per cent, a seven-year schedule for implementation is being mooted. Such categorisation, according to the Ministry, will not only address the issue of funding but make the implementation of the RTE more meaningful as it factors in the regional disparities.

Since the cost of implementing the RTE was the primary reason for the HRD Ministry trying to pass the onus on to States through the model bill, the estimation of financial resources required - worked out by the National Institute of Educational Planning and Administration (NIEPA) - is also likely to be revisited.

As per the NIEPA estimate, the minimum additional requirement for implementing RTE would be Rs.3,21,196.2 crore over five years.

This was the conservative estimate; the outer limit being Rs. 4,36,458.5 crore.

### More funding

This is in addition to funding that comes to this sector for the Sarva Shiksha Abhiyan (SSA) and other schemes to universalise elementary education. A view within the Ministry is that there is considerable overlap - particularly between the SSA and the RTE - and, a review of the funding patterns of both could well scale down the finances required for providing free and compulsory education.

The Ministry reopened the Central legislation option in view of the near-unanimous veto of the model bill — as per which States would have to enact their own legislation to operationalise the Fundamental Right to Education - by all State governments. Not one of the 18 State governments, which have responded till date, has supported the model bill and others have articulated their opposition to it in various fora.



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read. These books comprising pictures along with text will be graded according to the level of vocabulary and difficulty for children.

Regarding the second initiative, Mr. Kumar stated, "From our many surveys we have found out that the reading skills of students do not get fully consolidated in Classes I and II. The children can read mechanically but can't necessarily draw the meaning of the text. Reading is the basis of all understanding. If the child does not understand what he reads in Class I, then the path becomes tougher and tougher for him in future classes."

Initially NCERT will zero in on one district that has a poor reading record for its intensive work. Following the go-ahead by the Executive Committee, the Council will now make its proposals to the HRD Ministry for implementation of the projects.



## शिक्षा पर ६ फीसदी खर्च करना जरूरी: एक्सपर्ट

शिक्षाविदों का मानना है कि इस साल भी बजट में शिक्षा पर पर्याप्त खर्च के लिए धन का प्रावधान नहीं किया गया है, जबकि उपकर से शिक्षा के लिए भारी धन बटोरा जाएगा। उनका सुझाव है कि देश को २०२० तक विकसित राष्ट्र बनाने के राष्ट्रपति ए. पी.जे. अब्दुल कलाम के सपने को पूरा करने के लिए शिक्षा के लिए सकल घरेलू उत्पाद का कम से कम ६ प्रतिशत हिस्सा खर्च किया जाना जरूरी है।

योजना और वास्तुकला विद्यालय के विभागाध्यक्ष प्रो. देशबंधु के मुताबिक, सरकार को सकल घरेलू उत्पाद का कम से कम ६ प्रतिशत हिस्सा शिक्षा पर खर्च करना चाहिए। शिक्षा के लिए लगाया गया उपकर आम बजट के खाते में जाने के बजाय सीधा शिक्षा मद में जुड़ना चाहिए। शिक्षा के लिए तय राशि का अधिक से अधिक हैड्स ऑन एक्टिविटी पर खर्च होना चाहिए। देशबंधु का

कहना है कि सरकार अगर राष्ट्रपति कलाम के सपने को पूरा करने के लिए देश को २०२० तक विकसित देश बनाना चाहती है तो उसे बच्चों में विज्ञान शिक्षा के लिए प्रोत्साहित करना चाहिए। विकास के मूल में विज्ञान महत्वपूर्ण भूमिका निभाता है। पूर्वांचल और भागलपुर विश्वविद्यालयों के पूर्व उपकुलपति डॉ. प्रेमचंद पातंजलि भी मानते हैं कि देश में शिक्षा पर कम से कम ६ प्रतिशत खर्च होना चाहिए। उन्होंने कहा कि शिक्षा उपकर लगाकर सरकार भारी रकम जनता से इकठ्ठा कर रही है लेकिन इस राशि का क्या होता है, इसके लिए इतिहास गवाह है। उच्चशिक्षा की बात को छोड़ दें और सिर्फ प्राइमरी शिक्षा की बात करें तो स्कूलों में बच्चों की संख्या और पाठ्यक्रमों के मुताबिक न तो पूरे अध्यापक हैं और न ही स्कूलों के लिए पूरी संख्या में भवन ही बने हैं। स्कूलों में बच्चों के लिए पर्याप्त सुविधाएं भी मौजूद नहीं हैं।

गांवों में तो स्कूलों की हालत तो और भी खराब है। शिक्षा सिर्फ उच्च और मध्यम वर्ग तक ही सीमित रह गई है। शिक्षा पर धन को संतुलित और व्यवस्थित ढंग से खर्च करना होगा जिससे गांधीजी के अंतिम गरीब व्यक्ति तक शिक्षा की रोशनी पहुंच सके।

प्रो.पी. के चांदला शिक्षा में बढ़ाई गई राशि को अच्छा कदम तो मानते हैं, लेकिन उनका भी कहना है कि शिक्षा पर कम से कम ६ प्रतिशत की राशि खर्च की जानी चाहिए। योजनाओं की प्रभावी ढंग से निगरानी की जानी चाहिए। डीएवी कॉलेज में इकनॉमिक्स के प्राध्यापक और बीजेपी के पूर्व विधायक चांदला बच्चों की पीठ से बस्ते के बोझ को कम करने के उपाय सुझाने वाली समिति के नेता भी रहे हैं।

गौरतलब है कि इस साल संसद में बजट पेश करते हुए वित्त मंत्री पी. चिदंबरम ने माध्यमिक और उच्चतर शिक्षा के लिए सभी प्रत्यक्ष करों पर एक प्रतिशत अतिरिक्त उपकर लगाने का प्रस्ताव किया है। □

## तकनीकी शिक्षा के प्रति कई राज्य गंभीर नहीं

तकनीकी शिक्षा में पिछड़ेपन को दूर करने में देश के आधे से अधिक राज्य दिलचस्पी नहीं दिखा रहे हैं। तकनीकी शिक्षा में छात्रों के नामांकन की दर को देश के राष्ट्रीय औसत के करीब लाने के लिए राज्यों ने वास्तव में क्या कदम उठाए या क्या प्रस्ताव तैयार किए हैं, केंद्र को राज्यों से इसकी कोई जानकारी नहीं मिली है।

मानव संसाधन विकास राज्यमंत्री डी. पुरदेश्वरी ने लोकसभा में एक सवाल के जवाब में यह जानकारी दी। मालूम हो कि केंद्रीय मानव संसाधन विकासमंत्री ने देश के १२ मुख्यमंत्रियों को पत्र लिखकर तकनीकी शिक्षा संस्थानों के इनटेक क्षमता को बढ़ाने के लिए तुरंत ठोस उपाय करने का आग्रह किया था ताकि उनका इनटेक राष्ट्रीय औसत

के बराबर पहुंच सके।

ऑल इंडिया काउंसिल ऑफ टेक्नीकल एजुकेशन (एआईसीटीई) के आंकड़ों के मुताबिक डिग्री स्तर की तकनीकी शिक्षा के मामले में देश के १८ राज्यों की नामांकन क्षमता राष्ट्रीय औसत से कम है। इसी तरह डिप्लोमा स्तर पर १६ राज्यों का नामांकन स्तर राष्ट्रीय औसत से काफी नीचे है। मालूम हो कि तकनीकी शिक्षा के मामले में देश का राष्ट्रीय औसत डिग्री स्तर पर ६८ छात्र प्रति लाख आबादी और डिप्लोमा स्तर पर ३१ छात्र प्रति लाख आबादी है। डिप्लोमा स्तर पर पिछड़े राज्यों की सूची में राजस्थान, मध्य प्रदेश, दिल्ली, छत्तीसगढ़, बिहार, उत्तर प्रदेश, झारखंड, उड़ीसा, पश्चिम बंगाल, हिमाचल प्रदेश, जम्मू कश्मीर, असम, मणिपुर,

त्रिपुरा, मेघालय व नागालैंड शामिल हैं।

जबकि डिग्री स्तर की तकनीकी शिक्षा इन राज्यों के अलावा (दिल्ली को छोड़कर) गुजरात, मिजोरम व अरुणाचल प्रदेश की नामांकन दर राष्ट्रीय औसत से अधिक है। इनमें से १२ प्रमुख राज्यों के मुख्यमंत्रियों से केंद्रीय मानव संसाधन मंत्री ने गुहार लगाई थी कि वे अपने राज्यों में तकनीकी शिक्षा में नामांकन दर बढ़ाने के लिए जल्द से जल्द ठोस उपाय करें। राज्यों को सुझाव दिया गया था कि वे नए तकनीकी संस्थान स्थापित करें, खासकर पिछड़े इलाकों में मौजूदा संस्थानों में सीट बढ़ाएं, अच्छे गैर-सरकारी संस्थानों को बुनियादी ढांचा बढ़ाने व फ्रैक्लटी विकास के लिए इन्सेंटिव दिए जाएं। लेकिन राज्य सरकारों ने सुधार के इन सुझावों की अनदेखी की है। □

## Move to Close Unauthorised Private Haryana schools

A new Haryana government rule has put the fate of 20,000 schools, 25 lakh students and around 1,40,000 teachers in jeopardy.

In a notification that came into effect on April 1, the state administration has made it mandatory for all private unauthorised schools to get permission from the government — after fulfilling a long list of 45 conditions — if they are to run their institutions.

In his order, R S Gujral, financial commissioner and principal secretary to Haryana government, said, "No school in the state can function, establish or start classes without the prior

approval or permission of the director. Any act contrary to the provisions of these rules would make it liable to be prosecuted under relevant law if such disobedience or act causes or tends to cause danger of the life, health and safety of students."

The provisions, enumerated under the Haryana School Education (Amendment) Rules, 2007, will now have such schools facing criminal charges. "We had no option but to take strict measures and close thousands of unauthorised schools in the state," said an education department official. "Actually owners of private schools were not heeding our warnings for the last four years."

Private school owners are already up in arms. "Opening of schools cannot be a cognisable crime," said Kulbhushan Sharma, president of Federation of Unrecognised Schools Welfare Associations Haryana. "If teaching is crime then everyone should do it." 5,000 such school owners and their staff staged a strong protest at the rally ground in Chandigarh.

*I am always ready to learn, but I do not always like being taught.*

*-Sir Winston Churchill*

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## Women self-help groups promote primary education

An illiterate 45-year-old Phoolan Devi is listening a standard two child reciting a lesson in front of a schoolteacher. This is how she tests the performance of the teacher.

"If a child keeps reciting a chapter fluently, I understand that he has been properly taught" she points out. A unique way indeed of judging performance!

She is part of a Women Self Help Group of Bastar, which has been involved in 'strengthening' primary education in the leftwing insurgency prone areas, awaiting development and ravaged by the Maoist related activity.

More interestingly, most of the women of the women self help groups (WSHG) are illiterate but they have proved that 'only mother' can take better care of her child literally true.

Not only performance of the teachers are evaluated by them. they have succeeded in checking absenteeism of both teacher and the students. The volunteers go to villages and persuade children

to go to school and if needed they not only inspire but also force parents to send children to school.

And these women also monitor the attendance of teachers and students in the schools with two of them deployed on such duty each day. Besides this, they have successfully introduced a "different day different menu" system in schools.

Children on different days are given puri, sweet rice, green vegetables, eggs, fruits, kheer and jiggery.

The change in menu has shown remarkable results. "Weight of students, who were served nutritious food, has improved and we have been able to remove mal-nourishment in these areas," pointed out Dinesh Srivastav, special secretary of Women and Child Development department, under whose tenure as Bastar Collector the WSHG were formed. A food competition was organised among the WSHG which helped in improving food

## OBITUARY



Indian Adult Education Association deeply mourns the untimely death of **Smt. Kamla Choudhary** W/o Sh. K.C. Choudhary, President, IAEA. Smt. Kamla Choudhary passed away on 9<sup>th</sup> May, 2007.

She was an educationist and a social worker. She was closely associated with IAEA. Besides being life member since 1985, she was a council member of IAEA. She was also associated with Asha Kala Kendra, Mhow and other social organisations in Madhya Pradesh.

quality and nutritious food for children which was served under the mid-day meal scheme.

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## 133 aided schools neglecting the poor Delhi government turns a blind eye to flouting of free education norms

The Delhi government and the Delhi Development Authority (DDA) got some flak from the Public Accounts Committee (PAC) for failing to making sure that schools given land at lower rates were providing free education to poor children.

There are 381 public schools in the Capital, which were given land at concessional rates by the DDA and the Land and Development Office (L&DO) on the conditions that they would have to provide 20 percent free seats in each class to children from economically weaker sections.

The PAC, in this report tabled in Parliament on April 28, has said that of the 381 aided educational societies, 133 were flouting the freeship norms and were not providing free education to even one percent of the poor children.

The report also said that neither the DDA nor Delhi govt's Directorate of Education initiated any action against the schools to enforce the terms of allotment until compelled to take notice of the breaches by the High Court. There was no coordination between the Directorate of Education and DDA to ensure adherence by the beneficiary to the obligatory terms and conditions of the allotment of land, nor was there any mechanism to detect deviations, monitor adherence or take action against defaulters, the report stated.

The PAC has recommended that the Union Urban Development

Ministry, DDA and the government's Education Department should coordinate with each other penalize such defaulting schools, including taking over the management of such schools. This, the PAC said would act as a deterrent to other schools flouting the norms.

Instead of ensuring that schools which were given land at concessional rates were adhering to the freeship norms, the State Education Department recently issued an order providing financial assistance to private schools, which got land at throwaway prices to reimburse the money they will spend on providing free books and uniforms to poor children. □

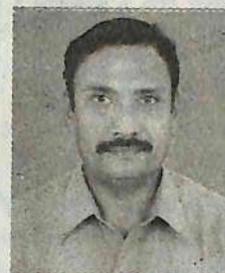
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**General Secretary**

### Doctorate Degree



T.S. Nair, Programme Co-ordinator, State Resource Centre, Thiruvananthapuram has been awarded the degree of Doctor of Philosophy by Gandhigram Rural University. His thesis titled, "A Study on the Performance of the Continuing Education Programme in Kerala" was prepared under Dr. N. Narayana Sami, Professor and Head, Department of Extension Education, Gandhigram. He has published several Books, Research Studies, Papers and Articles in Adult and Continuing Education at national and state levels.

Dr. Nair is a life member of IAEA and is an executive committee member of the IAEA Kerala State Chapter.

contn. from prev. pg.

There are a total of 9500 WSHGs in Bastar out of which 2500 have been involved in the management of 2672 schools of the district. Interestingly, a majority of these schools are located in highly Naxal infested areas. Noting the outstanding contribution of the women self-help groups, the scheme has also been selected for the Prime Minister's award.

The involvement has ensured a 'front door' entry of women in school management. □

## Haryana plans more vocational courses in schools

The Haryana Government decided to explore the possibilities of introducing vocational education courses in its senior secondary schools and extend job-oriented courses in more colleges to enable the students to get employment, Chief Minister Bhupinder Singh Hooda said after reviewing major projects of the State Education Department.

He disclosed that while new job-oriented courses were already being run in 23 colleges, such courses to be introduced in schools would be area specific to facilitate the students in getting employment in their respective areas.

He expressed satisfaction that the introduction of semester system had proved successful and results of the students had shown marked improvement. He

called for checking the dropout rate effectively.

While reviewing the implementation of EDUSAT (education through satellite programme) in the State, Financial Commissioner and Principal Secretary (Education) R.S. Gujral said that broadcast for Arts Senior Secondary Schools had also been started from April 16 and for primary schools from May 1. In the second phase, all 9,080 primary schools and 1,232 Arts Senior Secondary Schools would be covered.

Also, 15 polytechnics are being linked with EDUSAT to start telecast from next session. Mr. Gujral said the Education Department had started a coaching programme for students of Science Senior Secondary Schools to prepare them for the

All-India Engineering Entrance Exam.

And to enable the students to speak good English, soft skills training was started in six Government Colleges during the financial year 2005-06 and extended to 11 more colleges last year. Thanks to this, 16 students had got employment in IT industry, he added.

He further disclosed that the process to install computer labs in each of the 1,232 Senior Secondary Schools through HARTRON was near completion.

Mr. Hooda directed the officers to complete the building of Shiksha Sadan at Panchkula and that of the State Academies by December-end.

He also called for strengthening science laboratories in schools. □

## Kerala leads elementary education race

Kerala has emerged as the top performing state while Bihar finds itself in the last spot in an official survey on the health of elementary education in the country in 2005-06.

The District Information System for Education (DISE) data, compiled by government think tank National University for Educational Planning and Administration (NUEPA), took access, infrastructure, teacher and outcome indicators into account to compute the Educational Development Index (EDI).

Covering 11,24,033 schools in 35 states and Union Territories,

the survey report shows that according to composite primary and upper primary EDI, Kerala, Delhi, Tamil Nadu, Karnataka and Himachal Pradesh are the top five while Bihar, Jharkhand, West Bengal, Uttar Pradesh and Assam are the five bottom-ranked states.

Among the seven smaller states and UTs, Puducherry was the best and Mizoram outperformed the other six states in the north-eastern region.

The enrolment of students in classes I to VIII in 2005-06 was 168.29 million, an increase of 12.28 million from the previous year, according to the DISE data.

However, about 180 of the 581 districts reported decline in primary enrolment.

The average of all the districts has shown a consistent improvement in both the gender parity index (GPI) and girls' share in enrolment, but the share, both in primary and upper primary, is found to be slightly lower in rural areas. □

*The function of education is to help you from childhood not to imitate anybody, but be yourself all the time.*

*Jiddu Krishnamurti*

## New education learning system

Shiv Khera, international educator and author, not only believes in saying but also implementing what he says in his daily life. The problems around him motivate him to work towards the welfare of society. It is precisely because of this that he along with some friends has started the Qualified Learning System.

Through Qualified Learning System, Shiv Khera intends providing a platform to school principals, teachers and students on a national level to come forward with their problems, suggestions and solutions.

Taking the effort forward, a Leadership Forum was formed on April 17 in association with Ramjas School, Anand Parvat, at PHD Chamber. The objective of the forum was "Challenges and Solution in the Present Education System". Former Chief Justice of

India Y. K. Sabharwal was the chief guest. Mr Ramesh Agarwal, Senior Vice-President, All India Transporter Welfare Association, also graced the occasion with his presence. The convener of the event was Ms Rajni Arora, Principal, Ramjas School, Anand Parvat.

Principals, teachers and students of 14 different schools participated and expressed their opinion about the challenges faced in the current education system of modern India and their practical solutions.

Said Mr Sabharwal, "This is more important for students as for the principals and teachers in the school. Through these programmes and interactive sessions, the students can express their opinions and expectations to the teaching faculty. In the past few years, the Indian students have proved their

mettle globally. These sessions will definitely boost the confidence and morale of the Indian students for decades."

The issues raised by Principals, teachers and students were higher expectations of parents from their children and their pressures on teachers and Principals to fulfil it, frequent changes in the syllabus, non-availability of books in the market, schoolbags getting heavier, price-sensitive education, encouraging girl education, education process to be more interesting and scientific games and cultural things to be a part of the education system, improving the education system in villages and government schools, use of the latest technology in education and giving importance to the mother tongue in primary education.



### **30% of contestants illiterates, dropouts - First three phases of UP Elections**

They are school dropouts. Some can manage signatures; the rest can at the most leave a thumb impression. At least 30% of the total 2,502 candidates for the first three phases of UP elections fit this description, which adds up to a staggering 750 or so.

Not just independents, even national parties have fielded candidates who have failed in Class X. Most of them claim to be either 'literate' or having received 'gharelu shiksha' (studied at

home) in the education columns of their nomination papers.

The only exception is 57-year-old SP candidate from Aonla, Bulaki Ram. His column reads, "Kisi school se shiksha grehen nahin ki, praurh shiksha ki jankari se hastakshar kar lete hain," (Have not received any formal education but learnt to sign after attending adult education classes). School dropouts form 21% of candidates. Most of them gave up studies after Class VIII.

Officials find this intriguing as there are several educational institutions which guarantee Class VIII certificates without exams.

Voters are shocked. Asks Smriti, a Class XII student, "Will these people decide our fate?" Some said educational qualifications for politicians must be made mandatory.

On the other hand, at least 45% of candidates are graduates and 12 have completed their doctorates.



## Ministry's current system of funding for SSA endorsed Parliamentary panels caution against burdening States

The Union Human Resource Development (HRD) Ministry's efforts to continue with the current pattern of funding for Sarva Shiksha Abhiyan (SSA) for universalisation of elementary education has been endorsed by both the Parliamentary Standing Committee for the Ministry and the Public Accounts Committee (PAC) which scrutinised the implementation of the programme.

Both committees have said that burdening the States with a greater share of the expenditure on SSA could not only impair the programme, but also derail it at a critical juncture.

As per the Memoranda of Understanding signed by the Centre with State governments and Union Territory administrations at the start of SSA, the Central Government's share of funding in the programme will be scaled

down to 50 per cent from 75 per cent from the Eleventh Five-Year Plan.

In its report — tabled in Parliament recently — the PAC has expressed concern over the

- It is proposed to modify Centre-State funding ratio from 75:25 to 50:50 from this year
- It is feared that financially weak States may be reluctant to implement the programme

move to "modify the funding pattern of SSA from the existing 75:25 [Centre-State sharing] ratio to 50:50 from the current year onwards" as this could impair the programme that is "already operating behind schedule with serious shortcomings to boot."

As it is, according to the Committee, several States are lagging behind in achieving the

stipulated targets with the existing funding pattern. The PAC fears that such States — which are also the more populous and financially weak — may actually become reluctant to implement the programme; "thereby jeopardising the goal of ensuring universal elementary education by 2010."

Add to this the possibility that "the increased liability upon the States may result in they being unable to contribute their matching share which will in turn prevent the Centre from releasing their further instalments." The PAC has taken note of the Ministry's view that it is not unaffordable for the Centre to continue with the existing funding pattern as funds are available from the Prarambhik Shiksha Kosh apart from the budgetary support and external funding that is forthcoming for the programme. □

### Don't cut aid to Sarva Shiksha Abhiyan

The Bharatiya Janata Party asked the Centre to continue bearing 75 per cent cost of the Sarva Shiksha Abhiyan (SSA). Instead the Centre should enhance the grants to bring even secondary education under the ambit of the SSA, launched during the National Democratic Alliance Government, the party said.

BJP spokesperson Prakash Javadekar told the media that the State Governments should not financially be overburdened to implement the SSA scheme by

reducing the Centre's financial support from 75 per cent to 50 per cent. "The SSA scheme should be implemented with the 75 per cent financial support from the Centre," Javadekar said.

Citing the resource crunch at the level of the State Governments as a major hurdle for them in financing the scheme up to 50 per cent, the BJP leader said that the SSA was doing so well in terms of checking the dropout rate, increasing enrolment and maintaining high retention rate that the Centre should not transfer the

extra financial burden on the State Governments.

"Since the Centre's treasury is overflowing with the funds due to growth in economy, the Government should even bring secondary education under the ambit of SSA," Javadekar said.

The SSA was launched to check growing drop out rate at the primary level by introducing a slew of measures with 75 per cent financial assistance from the Centre and the rest 25 per cent from the State Governments for five years. □

## जहां हर लड़की शिक्षित है

विजेता यादव होशंगाबाद जिले के एक छोटे से गांव निटाया की रहने वाली है। वह एमएससी की पढ़ाई कर रही है। एक सामान्य परिवार की विजेता में काफी आत्मविश्वास है। वह अभी और पढ़ना चाहती है। साथ ही स्वावलंबी होकर अपने गांव-समाज के नाम को रोशन करना चाहती है। विजेता के अलावा इस गांव की करीब छह और लड़कियां स्नात्कोत्तर स्तर की पढ़ाई कर रही हैं। करीब पंद्रह हाईस्कूल और हायर सेकेंडरी स्तर की कक्षाओं में पढ़ती हैं। इसके अलावा गांव की कई लड़कियां अपनी पढ़ाई पूरी कर चुकीं हैं। दरअसल, निटाया जिले का एक ऐसा गांव है जहां की शत-प्रतिशत लड़कियां पढ़ रही हैं या पढ़ाई कर चुकी हैं।

आंकड़ों के मुताबिक करीब सौ परिवारों के इस गांव की जनसंख्या ७९५ है। यहां ज्यादातर अन्य पिछड़े वर्ग के लोग रहते हैं। कुछ दलित और आदिवासी परिवार भी हैं। गांव की दूरी होशंगाबाद से लगभग दस किलोमीटर है। मुख्य मार्ग पर नहीं होने के कारण आवागमन के सार्वजनिक साधन इस गांव के लिए उपलब्ध नहीं हैं। हां, पक्की सड़क जरूर बन गई है। गौरतलब है कि इस गांव में छूआछूत और पर्दा जैसी कुरीति अब पूरी तरह से समाप्त हो चुकी है। घरेलू हिंसा की वारदातें भी देखने-सुनने को नहीं मिलतीं। महिलाएं पुरुषों के साथ बराबरी से बातचीत कर पाती हैं। गांव की शिक्षिका और सामाजिक कार्यकर्ता गीता श्रीवास्तव कहती हैं कि वे जब बीस साल पहले इस गांव में आई थीं तो गांव में कई तरह की रुढ़ियां थीं, लेकिन इतने कम समय में ही व्यापक बदलाव इस दिशा में हुए हैं।

महिलाओं में राष्ट्रीयता की भावना का भी विकास अन्य गांव की अपेक्षा काफी हुआ है। यही कारण है कि गांव की सारी महिलाएं

हर साल स्वतंत्रता दिवस पर गांव के एक स्कूल में इकठ्ठा होती हैं। वे पूरे उत्साह के साथ ये दोनों राष्ट्रीय पर्व मनाती हैं। महिलाएं जिस स्कूल में ये पर्व मनाती हैं, वास्तव में यह स्कूल गांव में हुए बदलाव का ऐतिहासिक महत्व रखता है। इस स्कूल के कारण ही लड़कियों की शिक्षा में आमूलचूल परिवर्तन हो पाया है।

इसका श्रेय सर्वोदय विचारधारा से जुड़े स्वर्गीय बनवारीलाल चौधरी को जाता है। चौधरी ने हरिजन सेवक संघ से लड़कियों के लिए इस गांव में स्कूल खोलने की लगातार मांग की। दरअसल, वे गांधीजी के सेवाग्राम में कई साल काम करने के बाद इस इलाके में ग्राम सेवा समिति नाम की एक संस्था के जरिए ग्रामीण विकास के कामों में लगे हुए थे। बालिका शिक्षा को प्रोत्साहित करना भी इस संस्था का उद्देश्य रहा है। इसलिए हरिजन सेवक संघ से इस क्षेत्र में आश्रम स्कूल शुरू करने की मांग की गई थी।

कुछ प्रयासों के बाद १९७२ के आसपास हरिजन सेवक संघ ने गांव में एक प्राथमिक स्कूल खोला। शुरुआत में निटाया और आसपास के गांवों की कुछेक लड़कियों को भी स्कूल में प्रवेश की अनुमति मिली। हरिजन सेवक संघ का यह स्कूल प्राइमरी तक ही था। आगे की पढ़ाई एक बड़ी समस्या थी। इसलिए ग्राम सेवा समिति के मिडिल स्कूल की पढ़ाई के बाद लड़कियों ने बाहर पढ़ाई को जाने के लिए भी लगातार कोशिश की। यह वह दौर था जब लड़कियों की शिक्षा की तरफ समाज का बिलकुल ध्यान नहीं था। कोई बालिकाओं को नहीं पढ़ाना चाहता था, लेकिन इस नेक शुरुआत ने आज के गांव के हालात बदल दिए हैं। चूंकि ग्रामीण समाज उस दौर में महिला शिक्षा के प्रति बहुत ही उदासीन था, इसलिए काफी प्रयासों के बाद ही लोग अपनी

लड़कियों को स्कूल भेजने के लिए तैयार हो पाते थे। लेकिन धीरे-धीरे लोगों की मानसिकता में परिवर्तन आना शुरू हुआ और वे लड़कियों को शिक्षित करने के लिए तैयार हुए। स्कूल में लड़कियों की संख्या में इजाफा होने लगा। सिर्फ निटाया ही नहीं, बल्कि आसपास के गांवों से भी लड़कियां शिक्षा के प्रति जागरूक हुईं। चूंकि हर गांव में इस तरह का प्रयास मुमकिन नहीं था, इसलिए निटाया गांव में ही ज्यादा ध्यान दिया गया।

शिक्षा आज व्यवसाय होती जा रही है। तगड़ी फीस बटोरने वाले निजी स्कूल दिन-ब-दिन बढ़ रहे हैं, लेकिन करीब बत्तीस सालों से संचालित कस्तूरबा आदर्श बालिका आश्रम विद्यालय नाम के इस स्कूल में आज भी हरिजन लड़कियों को मुफ्त शिक्षा दी जाती है। यही नहीं, लड़कियों को रहवासी विद्यालय की सारी सुविधाएं भी बिना किसी फीस के उपलब्ध कराई जाती हैं। ग्राम सेवा समिति द्वारा संचालित माध्यमिक विद्यालय तीन साल पहले बंद हो गया था। पर बनवारी लाल चौधरी की मृत्यु के उपरांत संस्था ने उनकी स्मृति में फिर से स्कूल शुरू कर दिया है। अब हालात बदल गए हैं। लड़कियों को स्कूल भेजने के लिए ज्यादा कोशिश नहीं करनी पड़ती है। पुरानी पीढ़ी नई को पढ़ने के लिए प्रेरित कर रही है और इस तरह से आज इस छोटे से गांव निटाया में एक भी बिना पढ़ी लड़की नहीं है। गांव की कई लड़कियां सामाजिक कामों से भी जुड़ी हुई हैं। दो लड़कियां कस्तूरबा ग्राम, इंदौर में सामाजिक कार्य करने के लिए प्रशिक्षण लेकर स्वयंसेवी क्षेत्र में काम कर रही हैं। ग्राम सेवा समिति से भी कुछ लड़कियां जुड़ी हुई हैं। वे ग्रामीण विकास में सहभागी बनने के लिए अपने स्तर से सक्रिय रहती हैं। गांव में छोटे-छोटे सर्वे

शेष अगले पृष्ठ पर

नेशनल यूनीवर्सिटी आफ एजुकेशनल प्लानिंग एंड एडमिनिस्ट्रेशन (न्यूपा) के कुलपति प्रो. वेद प्रकाश ने कहा कि अगले वर्ष से न्यूपा देश का जिलेवार एजुकेशन डवलपमेंट इडेक्स (ईडीआई) जारी करेगा। उन्होंने कहा कि देश के सभी ६०४ जिलों में अब डिस्ट्रिक्ट इंफॉर्मेशन सिस्टम ऑफ एजुकेशन स्थापित हो चुका है और काम शुरु हो गया है।

इस पद्धति की मदद से अब सालाना आंकड़े एकत्र होंगे और हर साल देश में शिक्षा की स्थिति पर रिपोर्ट जारी होगी। रिपोर्ट जारी होने की संदर्भतिथि ३० सितंबर होगी। प्रो. वेद प्रकाश डिस्ट्रिक्ट रिपोर्ट कार्ड २००५-०६ के जारी होने के मौके पर बोल रहे थे। उन्होंने कहा कि यह जानकारी नीति निर्धारकों से लेकर शोधकर्ताओं तक सभी के लिए खासी मददगार साबित होगी।

प्रो. वेद प्रकाश ने कहा कि रिपोर्ट कार्ड में मौजूदा आंकड़े प्राथमिक व उच्च प्राथमिक स्तर (कक्षा ८ तक) तक के हैं लेकिन अब सेकंडरी स्तर (कक्षा ९ से १२) तक इसी तरह का आंकड़ा जुटाने की जरूरत है। राज्यों को आंकड़ों की प्रमाणिकता की जांच करनी चाहिए। न्यूपा ने देश के सभी ६०४ जिलों का जिलेवार रिपोर्ट कार्ड जारी किया। रिपोर्ट के हर पन्ने पर एक जिले के ४०० अलग-अलग वेरिबल्स की सूचनाएं हैं। कुलपति ने कहा कि इस रिपोर्ट कार्ड से उन कमियों को पहचानने में मदद मिलेगी जिसकी वजह से सर्वशिक्षा अभियान लागू होने के ६ साल बाद भी हम लक्ष्य से दूर हैं। □

देश में २००५-०६ में प्राथमिक शिक्षा के बारे में सरकारी सर्वेक्षण से यह बात सामने आई है कि प्राथमिक शिक्षा सुविधा उपलब्ध कराने की दौड़ में केरल पहले स्थान पर है जबकि बिहार इस मामले में आखिरी पायदान पर खड़ा है। सरकारी संस्थान राष्ट्रीय शिक्षा नियोजन और प्रशासन विश्वविद्यालय द्वारा तैयार जिला शिक्षा सूचना प्रणाली में शैक्षिक विकास सूचकांक तैयार करने के लिए बुनियादी ढांचे शिक्षक और अन्य संकेतों पर गौर किया गया है। यह सर्वेक्षण रिपोर्ट जारी की गई है। इसमें देश के ३५ राज्यों और केंद्र शासित क्षेत्रों के ११ लाख २४ हजार ३३ स्कूलों को शामिल किया गया है। प्राथमिक और उच्च प्राथमिक शिक्षा के विकास में केरल, दिल्ली, तमिलनाडु, कर्नाटक और हिमाचल प्रदेश अग्रणी राज्यों में है जबकि बिहार, झारखंड, प. बंगाल, उत्तर प्रदेश और असम निचले पायदान पर खड़े हैं।

सात छोटे राज्यों और केंद्रशासित क्षेत्रों में पुडुचेरी की स्थिति सबसे बेहतर रही जबकि पूर्वोत्तर में मिजोरम अव्वल रहा। डीआईएसई के आंकड़ों के मुताबिक २००४-०५ में कक्षा एक से आठ तक पंजीकरण कराने वाले छात्रों की संख्या १६ करोड़ ८२ लाख ८० हजार थी जो पूर्व वर्ष की तुलना में एक करोड़ २२ लाख ८० हजार अधिक रही। लेकिन ५८१ जिलों में से १८० जिलों में छात्रों के पंजीकरण में कमी आयी।

बिहार और राजस्थान जैसे राज्यों में प्राथमिक शिक्षा के मामले में लिंग समानता सूचकांक अपेक्षाकृत कम रहा। ऐसे राज्यों में

जब तक सभी लड़कियों को शिक्षा के दायरे में नहीं लाया जाता प्राथमिक शिक्षा का सार्वभौमिकरण का लक्ष्य हासिल नहीं हो पायगा।

सर्वेक्षण रिपोर्ट के मुताबिक प्राथमिक कक्षाओं में अनुसूचित जाति और जनजाति छात्रों की पंजीकरण दर में कमी आई है। यह २००४-०५ में क्रमशः २०.५८ फीसद और १०.१८ फीसद थी जो २००५-०६ में घटकर क्रमशः १८.६४ फीसद और १.०२ फीसद हो गई लेकिन यह फीसद उनकी आबादी में हिस्सेदारी से ज्यादा है। अन्य पिछड़ी जातियों के छात्रों के पंजीकरण में मामूली वृद्धि हुई है।

रिपोर्ट के मुताबिक बच्चों के स्कूलों में बने रहने की दर में लगातार वृद्धि हो रही है और यह २००५-०६ में ७१.०१ फीसद पहुंच गई है। लेकिन प्राथमिक कक्षाओं में सभी बच्चों को स्कूलों में बनाए रखने के लक्ष्य की दृष्टि से यह दर अभी तक कम है। हालांकि पढ़ाई को बीच में छोड़कर स्कूल से निकल जाने वाले छात्रों की दर में कमी आई है। इस अवधि में यह दर ९.९६ फीसद रही, जबकि पिछले साल की इसी अवधि में यह दर १०.६४ फीसद थी।

एनयूईपीए के कुलपति वेद प्रकाश ने एक समारोह में कहा कि यह आंकड़े निश्चित रूप से स्कूलों की उपलब्धियों और समस्याओं का दीर्घकालिक हल निकालने में सहायक होंगे। □

पिछले पृष्ठ से

करती हैं। वे यह भी देखती हैं कि गांव की महिलाओं की समस्याएं क्या हैं और उन समस्याओं के लिए क्या किया जा सकता है। उनके ये प्रयास आज भी जारी हैं। □

यह सच है कि पानी में तैरने वाले ही डूबते हैं, किनारे पर रहने वाले नहीं। मगर यह भी सच है कि किनारे पर रहने वाले कभी तैरना नहीं सीख पाते।

वल्लभभाई पटेल

## Illiterate but worth emulation

Rohtash Godara, sarpanch of Gadli village in Fatehabad district of Haryana, is an illiterate person. But his performance as sarpanch has been worth emulation for others.

Efforts by Godara helped the village become the first village in the district to attain 100 per cent results in the total sanitation campaign (TSC), a drive launched under the Central Rural Sanitation Programme of the ministry of rural development.

The scheme is being implemented through the district rural development authority, Fatehabad, and the Centre has sanctioned Rs 502.89 lakh.

The scheme is aimed at making all villages free from open defecation besides making the village lanes free from filth and garbage.

The scheme also aims at utilisation of solid waste of villages by converting it to organic manure.

The idea behind the scheme is to make villages Nirmal Grams (clean villages).

The development authority provides a grant of Rs 1,500 per family living below the poverty line for the construction of latrines.

Besides, the development authority also provides funds for the construction of community latrines, latrines in anganwadis and schools in villages. Families above the poverty line have to construct their latrines from their own resources.

Godara says it is not difficult to convince people for a good cause, but it only demands concerted efforts, which he did.

## No tuition fee from girls in Haryana

The Haryana Government has decided not to charge any tuition fee from the girls studying in classes I to XII in Government schools, Education Minister Phool Chand Mullana announced here on Monday.

He disclosed that the Government had also provided bicycles to girls living in villages that have no middle, high or senior secondary schools to enable them to go to school in adjoining villages. Senior secondary schools for girls were being equipped with computer labs and free textbooks are being provided to girls students from classes I to VIII, he added.

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## A lecture on Roadmap of Adult Education

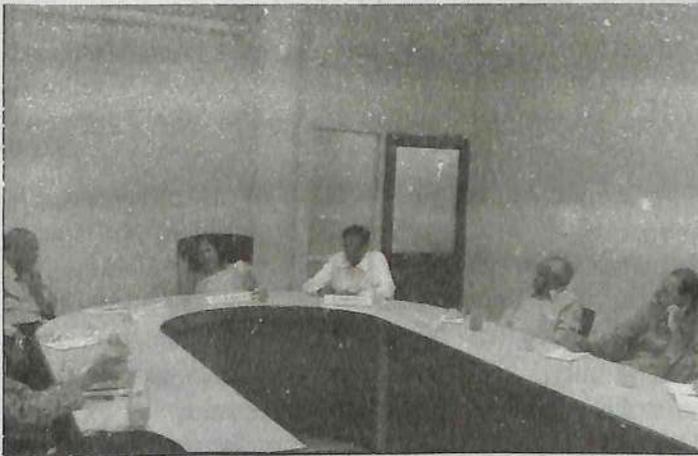
Indian Adult Education Association has been organising lecturers by eminent speakers on select topics on Adult Education. In the same series, a lecture on 'Roadmap of Adult Education' was organised on 30<sup>th</sup> May 2007 at the

literacy rate of 85 percent by the year 2012. It has also been decided to bring out reduction in Regional, social and gender disparities in the literacy rates. The gender disparity in the literacy rate is to be brought down to 10

percent by the year 2012. She also said that the non-literates of the age group 35+ can not be ignored and the road map for literacy has to take care of them also. She informed that Tata Consultancy Services have developed a package for making people literate in a short period of time and that the package is computer based. She personally felt that it was difficult to attract non-literate persons of the 50 plus age group to the computer based programme. She highlighted different approaches and the major thrust areas of the road map. Low literacy states having literacy rate below the national average, the tribal areas, the minorities, the adolescents, the Scheduled castes and Scheduled Tribes formed the major thrust areas. She said that different models of continuing education based on the past experience in different states are included in this road map. Panchayat Raj institutions will be involved. She clarified that 85 percent overall literacy and 10 percent gender gap in literacy meant that we will need to reach 90 percent male literacy and 80 percent female literacy. She felt that male literacy which was 75 percent in 2001 is likely to reach the level of 90 percent by 2012 but the female literacy which was only 54 percent in 2001 is difficult to reach the level of 80 percent by 2012.

Smt. Jena gave details of the different strategies of programme implementation for different groups. She said that the strategy of Volunteer Teacher

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Sitting on Dais From left – Sh. K.C. Choudhary , Smt. Vandana K. Jena, Dr. Madan Singh, Sh. N.C. Pant, Sh. R.K. Bhat

Headquarters of IAEA, New Delhi. Smt. Vandana K. Jena, IAS, Director General, National Literacy Mission & Joint Secretary to Govt. of India was the main speaker. Sh. K. C. Choudhary, President IAEA presided.

Smt. Jena informed that the Planning Commission has set a target of achieving an overall

informed that Tata Consultancy Services have developed a package for making people literate in a short period of time and that the package is computer based. She personally felt that it was difficult to attract non-literate persons of the 50 plus age group to the computer based programme. She highlighted

## Central university in each state

Prime Minister Manmohan Singh said the government is committed to setting up a central university in each state and lending a helping hand to states to ensure that each district gets a degree college.

Sixteen states do not have a central university, many districts do not have a degree college and nearly 350 districts have an enrollment ratio lower than the national average.

The initiatives, cleared at a meeting chaired by the prime minister, would address these points as part of the twin challenge of improving access to higher education and its quality. Higher education has been unable to keep pace with the requirements of the economy on both counts.

"The prime minister directed the University Grants Commission (UGC) and the Planning Commission to jointly prepare a strategy for this," the PM's media adviser Sanjaya Baru announced.

Singh had last year called it "unacceptable" that a country of billion people should fall short of skilled qualified manpower needed by the economy on the move. He again expressed his concern at the higher education sector lagging behind.

The gross enrollment ratio in higher education is estimated around 9.1 per cent. The government hopes to raise this ratio to at least 15 per cent by 2012. Singh wants the central universities to be symbols of excellence, a model of efficiency and an example in terms of

academic standards and university governance for other State Universities to emulate, Baru said.

Union ministers Arjun Singh and P. Chidambaram, Planning Commission Deputy Chairman Montek Singh Ahluwalia, UGC chairman S.K. Throat and Economic Advisory Council Chairman C Rangarajan, among others, attended the meeting.

The state governments would be the primary actors in setting up the degree colleges in each of India's 604 districts. The central government would, however, provide all assistance needed by the states to achieve this target. The Centre would also help out with improving the gross enrollment ratios in districts that are lagging behind.

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## Rs 550 cr scheme for dropouts

The Cabinet Committee on Economic Affairs (CCEA) approved a Rs 550 crore skills development initiative (SDI) aimed at improving the employment potential of an estimated one million school dropouts and workers over the next five years. "The minimum age limit for persons to take part in the scheme is 15 years, but there is no upper age limit," Information and Broadcasting Minister P R Dasmunsi told reporters after the CCEA meeting.

"The objective is to provide training to school leavers, to existing workers, to ITI (industrial training institutes) graduates, and so on, to improve their employability by

optimally utilising the infrastructure available in government and private institutions and industry. People's existing skills can also be tested and certified under this scheme", said Dasmunsi.

The training under SDI scheme will be provided by various Vocational Training Providers (VTPs) run by the government as well as the private sector. Dasmunsi said that initially 1896 Govt. ITIs and 3218 private training institutes affiliated to the National Council for Vocational Training (NCVT) would be eligible to participate in the scheme as VTPs. "Once the scheme takes off, a mechanism for

empanelment of other private VTPs will be evolved", he said.

About 200 modules for employable skills as per industry and labour market demands would be identified and their course curriculum developed. On an average, an expenditure of Rs 5000 per person is likely to be incurred on imparting training and certifying the work force.

The programmes will have demand-driven short term training courses based on Modular Employable Skills (MES) decided in consultation with industry.

The union cabinet also approved a proposal to exempt textiles and textile machinery manufactured in

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which was a basic concept of the Total Literacy Campaigns can not be followed on a long term basis and that honorarium will have to be paid to the preraks. For making the non-literates literate, she said that the Camp Based approach which was used in Rajasthan will be useful. Karnataka experience of organising literacy camps for Panchayati Raj Elected Women members also resulted in better achievement. For Adolescents of 15-19 age group residential camps for 3 months were suggested. She appreciated Kerala's efforts of making 50 blind people literate in Mallapuram district through Braille approach. She suggested coverage of disabled persons by going to their houses. She said that different strategies will need to be adopted for fishermen (as adopted by Andhra Pradesh), for Gujjars & Nomades and minorities. She said that the adult literacy centres will need to be made attractive and vibrant by providing needed facilities for sports and recreation.

She also said that the continuing education of the neo-literates, left outs and dropouts will need to be carried on effectively through target Specific Programmes of (1) Equivalency Programmes (2) Skill Development Programmes (3) Quality of Life Improvement Programmes and (4) Individual Interest Promotion Programmes. She said that grants in aid will need to be given to NGOs for promotion of Adult Education. She said that Master Trainers for skill development programmes will be trained interalia by the Jan Sikshan

Sansthans. Issues of water, land, sanitation, health, legal literacy, e-governance will form basic issues of the QLI Programmes. The CE centres will be developed as knowledge centres with computer facility. SRCs will need to be strengthened and expanded to provide resource support. District Resource centres will also be set up in different districts for providing support to CE Programme.

The lecture was followed by discussion. Smt. Jena replied to the questions relating to the role of libraries, universities and NGOs raised by Mrs. Miridula Seth. She also responded to the question on tribal dialects to be used as the medium of learning in tribal areas before introduction of the standard language raised by Dr. H.L. Bachhotia.

The programme was initiated with the welcome address by Prof. S.Y. Shah, Hony. Director, International Institute of Adult and Lifelong Education, New Delhi. Prior to that Dr. Madan Singh, General Secretary, IAEA offered a bouquet of honour to Smt. Jena on behalf of IAEA fraternity present on the occasion. Thereafter she visited the National Documentation Centre on Literacy and Population Education and appreciated the huge collection of books and historical documents on Adult Education.

Prof. K.C. Choudhary, President, IAEA in his presidential address said that we consider ourselves privileged enough for having the leadership of an academic activist like Smt. Jena whose presence has always made our communication with the government smooth. The programme was participated by Dr. R. K. Bhat, Director, Directorate of Adult Education; Prof. S.Y. Shah, Director, Adult and Continuing Education



DGNLM visiting the Documentation Centre and Library of IAEA

Department, JNU; Shri N.C. Pant, Treasurer, IAEA; Shri Prem Chand, Consultant, IAEA; Dr. C.S. Pran, Country Director, NYKS; Dr. Mridula Seth, Mrs. Nishat Farooq, Dr. Ajay Kumar, Associate Professor, JNU; Dr. J.P. Tarang, Dr. H.L. Bachhotia, Shri S. C. Dua, Documentation Officer, IAEA; Shri B. Sanjay, Editor, IAEA and Dr. Rajesh, Department of Adult and Continuing Education, Delhi University. Staff members of IAEA were also present. Dr. Madan Singh delivered the vote of thanks. He profusely thanked the D.G. NLM for delivering a very useful and relevant lecture as part of the series of lecturers on Adult Education. □

## Open School becoming popular with IAF pilots Getting many applications for enrolment in maths, physics

For all those who thought that the National Institute of Open Schooling (NIOS) was only for those who could not for some reason study or perform well in the formal system of education, this could come as a surprise.

Of late, NIOS has become popular with pilots of the Indian Air Force as well as those planning to join a flying training academy who want to appear in the 10 plus 2 level in either mathematics or physics or both for better career prospects.

NIOS has for long been running a "part-admission" programme, whereby anyone who at any stage of life wants to write an exam for up to four subjects of his or her choice for the purpose of updating knowledge is allowed to do so.

The Institute has recently been getting more and more applications for enrolment in maths and physics. Most of these applications are from IAF pilots who want to branch out to commercial flying and those who want to join a training academy, as a senior secondary certificate of having cleared physics and maths is a must for them.

"This fad has picked up recently. It is a demand-driven trend. We do have a lot of queries for admission to maths and physics and a considerable number of them are pilots or want to become one," says NIOS Secretary D. S. Bisht.

Of the four applications that are being processed at NIOS for July admissions, one is from a

squadron leader who has worked in the IAF for 10 years and now wants to switch to commercial flying after her short service commission comes to an end. Since the officer had a humanities background at 10 plus 2 level, she did not study physics and maths — a pre-requisite for commercial flying.

Zikra Rahman, Kaustabh Nagesh and Vaidh Gupta, who are waiting for their Class XII results, have also applied for the "part-admission" programme.

"I had the combination of physics, chemistry and biology. I will be going to California for my flying training soon. That institute needs a senior secondary certificate in both physics and maths for me to begin my training," said Zikra.

So while she has applied for admission to maths, Kaustabh and Vaidh will need to study both maths and physics.

Since NIOS is the only such institution to provide such a programme, some of those who have applied for July admissions want to be allowed to sit in their exams in October/ November this year as they would not like to wait till April/May when the next round of examinations is held.

"My short service commission ends in June. I have enough time on me to study both the subjects. I would prefer if they could hold exams for us this year itself instead of next year. There are a few of my colleagues who want to apply to NIOS and will be greatly benefited if this policy

change comes along," said the IAF officer.

Zikra and her batch mates too want the exams to be held this year since they begin their training in June this year.

Though an on-demand examination system exists in NIOS for Class X, efforts are being made to extend it to Class XII. "We have set our sights on this so that it can help our specialised set of learners. Efforts are on, but we do not want to introduce this system in a hurry." □

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contn. from pg. 2

India from the 0.05 per cent textile committee cess with a view to making the industry globally competitive.

"The exemption of textiles committee cess will rationalise tax and cess burden on the sector in the changed scenario of global competitiveness, thereby improving competitiveness of Indian textile sector in global markets," Information and Broadcasting Minister P R Dasmunsi told reporters after the Cabinet meeting.

The cess is used to fund activities of the Textile Committee which works to promote exports and research in technical and economic fields.

At present, the cess imposed on textile and machinery is 0.05 per cent of the turnover. Around Rs 50 crore was collected through this levy in 2005-06. Last fiscal, the government had exempted garments from this cess. □

## A Public Lecture on 'Universities & Extension'

Prof R.R.Mishra, Vice-Chancellor, Vikram University, Ujjain visited the Indian Adult Education Association Headquarters at New Delhi on 18<sup>th</sup> May 2007. Prof Mishra gave a scholarly presentation on 'University and Extension'. While delivering an academic speech on the said topic Prof Mishra underlined various issues related to the over all educational environment of Higher Education in the country. He clearly emphasized the role of universities in the community education and its development. The Vice Chancellor threw challenges before the country, which should be incorporated under the 11<sup>th</sup> Five Year Plan. The universities should voluntarily accept those challenges and come forward to shoulder their responsibilities.

The programme started with a welcome address by Dr. Madan Singh, General Secretary, IAEA. Prior to that Dr.Singh presented a bouquet to Prof Mishra on the behalf of the IAEA. Shri Premchand, Consultant, IAEA extended vote of thanks. Referring to his long association and intense experience of working together with Prof Mishra, Dr. Madan Singh narrated in brief the academic journey of Prof Mishra and his contribution in the field of extension education including population education and various educational activities of the National Literacy Mission. He emphasized opening of the new vistas in the field of lifelong education with the help of three

premier and pioneering universities of the country i.e. the Vikram University, Tirupati Deemed University and the Rajasthan Veedyapeeth. The programme was participated by Dr.Sailendra Kumar Sharma, Head of Department (Hindi), Vikram University, Dr.C.S.Pran, Country Director, Nehru Yuva Kendra Sangathan, Govt. of

India, Dr. H.L. Bachhotia, Dr. Jaipal Tarang, Shri S.C. Dua, Documentation Officer, National Documentation Centre on Literacy and Population Education, Shri B. Sanjay, Editor, IAEA, Smt. Veena Mahajan, Office Superintendent, Shri M.L.Sharma, Account Officer, Shri Ramesh Gupta, Charter Accountant, Ms. Neha Gupta, Documentation Assistant, Shri Ashish Yadav, Documentation Assistant and other academic staff of the IAEA.

Remembering the contributions of Dr. Madan Singh in the field of Adult and Lifelong Education, Prof Mishra at the very outset of his speech said that Dr Singh is among those few academicians in the country whose contributions in the realm of Adult and Lifelong Education is highly valued and appreciated. He said that the major investment for

university education comes from the middle class population of the country, but the prevailing system is not favourable to them. In a way, the aspirations of the vast human resource coming from that



Dr. Madan Singh presenting boque to Prof. R.R. Mishra

section of the society are not duly fulfilled. He said that the concept of world brotherhood, women empowerment etc. were never alien to the Indian societies. But during the era of slavery our universities failed to disseminate these thoughts among the masses, rather they turned into the platforms for elite people. Neither the students nor the teachers were motivated for grass-root community education. Prof Mishra said universities today should bridge this prevailing gap with the help of 'Extension' where the academic community at their own will should get involved into the activities of community education. He said that the 'SAROVAR' inside the campus of Vikram University is a unique example of Extension Education and community mobilization of the academic fraternity. □

## 'ST girls top enrolment among marginal groups'

Scheduled Tribe girls have far better enrolment in schools than their SC, OBC and Muslim counterparts.

The first national evaluation of Kasturba Gandhi Balika Vidyalayas in 12 states has revealed that at 31.43%, ST enrolment is ahead of SCs (26.36%), OBCs (26.45%), Muslims (4.31%) and below poverty line families (8.75%).

Though Muslim girls have poor enrolment, sources pointed out that a large number of them have been included as OBCs. Further fine-tuning would give the real percentage of Muslim girls' enrolment but there is unlikely to be major change.

The evaluation of KGBV schools — 1,100 out of 1,180 are operational in the country mainly dominated by marginal sections — has also revealed that states in the Hindi heartland like Bihar, Jharkhand and Madhya Pradesh are making innovations to attract girls to schools.

The study, carried out by independent experts for HRD ministry and conducted in Andhra Pradesh, Arunachal Pradesh, Bihar, Gujarat, Himachal Pradesh, Jharkhand, Karnataka, Madhya Pradesh, Orissa, Rajasthan, Tamil Nadu and Uttar Pradesh also revealed that the scheme has received "high priority and political attention".

KGBVs have now become a sub-component of Sarva Shiksha

Abhiyan. In fact, Andhra Pradesh has 7.4% more girls enrolled than the capacity since the state has introduced classes 9 and 10 with its own resources.

Bihar has shown some good results and the state is showcasing the success of how five physically challenged 'Musahar' girls going to KGBV in Bochacha block, Muzaffarpur, have become role models for other girls.

The evaluation shows it has other achievements too. With the capacity of 5,500 girls, enrolment is 3,972 out of which 1,948 are SCs, 797 OBCs, 170 BPL and 771 minority girls. Interestingly, SC girls outnumber daughters of politically powerful OBCs.

Bihar lays special emphasis on taking girls of single parents and orphans. Another highlight from Bihar is that girls who had never enrolled have also been welcomed in the KGBVs.

Other best practices have come from AP where detailed micro-planning is done to ensure that all girls are enrolled and child-wise data is available at the mandal level. In UP, MP, Jharkhand and Karnataka, household survey data is used for identification of the children.

Arunachal Pradesh is another success story where KGBVs are running as residential primary schools and a move to convert them into middle schools has already started.

## Govt. girls' schools to be upgraded

### Rajasthan plan for new academic year

Rajasthan Minister of State for Education Vasudeo Devnani has said all Government girls' secondary schools in the State would be upgraded to senior secondary schools in the new academic session beginning in July this year.

Addressing a meeting of District Education Officers in Udaipur Mr. Devnani said the upgrading of schools would be a major step for promotion of girls' education, while the results of Government school had registered a 5 to 14 percent improvement this year.

### Thrust on computer education

Mr. Devnani said computer education would be a thrust area in the new academic session. Besides, about 30,000 teachers would be appointed to Government schools through the State Public Service Commission. □

contn. from pg. 2

The initiatives also tie up with the government keeping inclusiveness with equal focus to all as the focus of the 'Eleventh Five Year Plan' and would deal with a significant chunk of the disparities in higher education. Studies on enrollment ratios have indicated disparities across several parameters including the rural-urban divide. The enrollment ratios are lower for rural areas, lower in certain states and districts, among girls and some social and economic groups. □

*Good manners will open doors that the best education cannot.*

*- Clarence Thomas*

## गरीब बच्चों को १५ फीसदी सीटें देने को भी तैयार नहीं स्कूल

कौड़ियों के मोल जमीन लेने वाले पब्लिक स्कूल गरीब बच्चों को १५ प्रतिशत सीट भी देने को तैयार नहीं हैं, जबकि रियायती दर पर जमीन लेते वक्त इन्होंने २५ प्रतिशत बच्चों को मुफ्त शिक्षा देने का वादा किया था। १५ प्रतिशत सीट समाज के निर्धन वर्ग के लिए आरक्षित करने के अदालत के प्रस्ताव पर भी पब्लिक स्कूल आनाकानी कर रहे हैं।

जस्टिस तीरथ सिंह ठाकुर और जस्टिस तीरथ एस.एन. अग्रवाल की बेंच ने स्कूलों से एक बार फिर कहा कि वह अपना रुख साफ करें। सुनवाई के दौरान बेंच ने प्रयोग के तौर पर इस साल १५ प्रतिशत सीट गरीब वर्ग के बच्चों के लिए सुरक्षित रखने की पेशकश की। लेकिन पब्लिक स्कूल इसके लिए भी तैयार नहीं हैं। स्कूलों का तर्क है

कि अगर गरीब वर्ग के बच्चों को मुफ्त शिक्षा दी जाती है तो अन्य छात्रों की फीस बढ़ाने के अलावा उनके पास और कोई चारा नहीं रह जाएगा। स्कूलों ने यह भी कहा कि कर्मचारियों के बच्चों के निःशुल्क शिक्षा प्रदान करने का पहले से ही प्रावधान है। ऐसे में आर्थिक रूप से कमजोर वर्ग के बच्चों को मुफ्त शिक्षा मुहैया कराना मुमकिन नहीं है।

गौरतलब है कि दिल्ली सरकार ने इस साल २५ जनवरी को अधिसूचना जारी कर रियायती दर पर जमीन पाने वाले सभी ३६१ स्कूलों से कहा था कि २० प्रतिशत सीट गरीब वर्ग के बच्चों को देना अनिवार्य है। स्कूलों ने इस अधिसूचना को चुनौती दी है। सुनवाई के दौरान बेंच ने कम से कम १५ प्रतिशत सीट की पेशकश की। हालांकि याची

के वकील अशोक अग्रवाल ने इसका विरोध किया। उनका तर्क था कि सरकार पहले ही ५ प्रतिशत की रियायत दे चुकी है। लीज डीड में २५ प्रतिशत बच्चों को मुफ्त शिक्षा मुहैया कराने की शर्त है। अग्रवाल ने यह भी कहा कि मुफ्त शिक्षा के नाम पर स्कूल में ही काम करने वाले चतुर्थ श्रेणी के कर्मचारियों के बच्चों को दाखिला देकर खानापूरी कर दी जाती है, जबकि स्कूल के कर्मचारी शिक्षा नियमों के अनुसार मुफ्त शिक्षा प्राप्त करने के पहले से ही हकदार हैं।

बेंचने स्पष्ट किया कि गरीब वर्ग के बच्चों को चुनने में किसी प्रकार की धांधली न हो, इसके लिए शिक्षा निदेशक के माध्यम से ही गरीब बच्चों को दाखिले के लिए चुना जाएगा। स्कूलों को सिर्फ गरीब बच्चों की लिस्ट मिलेगी। □

## अब डीयू भी सैटलाइट से घर-घर शिक्षा पहुंचाएगा

दिल्ली यूनिवर्सिटी भी अब सैटलाइट के जरिए शिक्षा का प्रसार करेगी। इस काम में उसे इसरो का सहयोग मिलेगा। शिक्षा की इस मुहिम में एडुसेट (एजुकेशन थ्रू सैटलाइट) का सहारा लिया जा रहा है। ऊंची तकनीकी वाले इस सिस्टम का इस्तेमाल सबसे पहले बवाना रोड के दिल्ली कॉलेज ऑफ इंजीनियरिंग में होगा। इस तकनीक से जुड़े ज्यादातर उपकरण इसरो सेंटर, हैदराबाद से लाए गए हैं।

कॉलेज के प्रिंसिपल दुलाल गोल्डकर ने बताया कि एडुसेट प्रणाली के तहत यहां कुल दो उच्च तकनीकी स्टूडियो के निर्माण कराने की योजना है जिसमें एक स्टूडियो बन चुका है। एडुसेट के शिक्षा को सुदूर इलाकों में पहुंचाया जा सकेगा। एक एडुसेट स्टूडियो में रोजाना लेक्चर शुरू भी हो गए हैं। वर्ष

२००७-०८ के सेशन से एडुसेट कॉलेज में सुचारु रूप से अपनाया जाएगा।

इस सैटलाइट तकनीक से हजारों किलोमीटर दूर बैठा छात्र लेक्चर को न सिर्फ देख-सुन सकता है बल्कि सवाल भी पूछ सकता है। उस सवाल का जवाब भी तुरंत मिल जाएगा।

एडुसेट प्रणाली से इंजीनियरिंग, साइंस, मैनेजमेंट और आईटीआई की क्लासेस चलाई जाएंगी। उच्च तकनीकी से बने स्टूडियो में नामी-गिरामी प्रोफेसर लेक्चर देंगे। सामने-साधरण क्लास की तरह कतारों में स्टूडेंट्स के लिए कुर्सियां बनी होंगी। स्टूडियो की छत पर लगे डिश एंटीना से लेक्चर को एनसीआर और भारत के विभिन्न सेंट्रों में कम्प्यूटर या प्लाज्मा टीवी के जरिए देखा और सुना जा सकता है। प्रॉडक्शन हाउस से प्रसारण

को नियोजित तरीके से प्रसारित किया जाएगा। पावर कंट्रोल रूम भी होगा जिससे पावर कट की समस्या का ध्यान रखा जाएगा। मेकअप रूम में स्टूडियो की रोशनी और माहौल के हिसाब से लेक्चरर का मेकअप किया जाएगा।

जानकारी के मुताबिक, एडुसेट प्रणाली का लाभ यूनिवर्सिटीयों के साथ पब्लिक संस्थाओं को भी मिलेगा। एडुसेट का मकसद शिक्षा को भारत के कोने-कोने तक पहुंचाना है। इसलिए कोशिश होगी कि सरकारी और गैरसरकारी संस्थाओं में कोई भेदभाव न किया जाए। विदेशों से आए एक्सपर्ट्स के लेक्चर भी प्रसारित होंगे और लाखों छात्र लाभान्वित होंगे। संभावना है कि दिल्ली कॉलेज ऑफ इंजीनियरिंग एडुसेट के लिए एक केंद्र के रूप में काम करेगा और भारत के सभी सेंटर इससे इंटर लिंक रहेंगे। □

## HRD hopes to make \$10 laptops a reality

Having rejected Nicholas Negroponte's offer of \$100 laptops for schoolchildren, HRD ministry's idea to make laptops at \$10 is firmly taking shape with two designs already in and public sector undertaking Semiconductor Complex evincing interest to be a part of the project.

So far, the cost of one laptop, after factoring in labour charges, is coming to \$47 but the ministry feels the price will come down dramatically considering the fact that the demand would be for one million laptops. "The cost is encouraging and we are hopeful it would come down to \$10. We would also look into the possibility of some Indian company manufacturing the parts," an official said.

The two designs with the ministry are from a final year

engineering student of Vellore Institute of Techno'ogy and a researcher from Indian Institute of Science, Bangalore. Due to reasons of Intellectual Property Rights, being insisted by the two designers, the ministry is not parting with the design except giving out some of the major details.

The laptop would be made on a single board which would make it easy to find fault and rectify it, say sources.

A meeting of industry and academia is to take place in IISc, Bangalore, later this month to go through the two designs and invite more suggestions. Simultaneously, HRD ministry has been told by Semiconductor Complex, a Chandigarh-based PSU, that it would like to be part of the project. HRD ministry wants

the company to get involved in the fabrication of laptops.

Six anchor groups set up by the ministry to be in touch with experts in critical areas and remove bottlenecks have been meeting regularly. Institutions like IITs and IISc have been identified as anchor institutions for the project and have been entrusted with the task of research and development of cheap laptops.

Sources say it would be another two years before the laptops become a reality. "We do not want to rush into it. Many issues remain to be resolved like royalty to the designer after the design is patented. Prototyping would also take time. We would even conduct destructive testing and create a proper maintenance network," said one official. □

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TO

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## A Presentation on E-learning Course for Capacity Building in Non-formal Adult Literacy Education

The International Institute of Adult and Lifelong Education (IAALE), New Delhi organised a special presentation on innovative e-literacy course on 25<sup>th</sup> June,

Ms. Christine Glanz made a presentation on screen with the help of a laptop. She informed that the course on capacity building which she was presenting

was still a preparatory Module and was in the process of being finalised. She invited comments from the experts. She informed that a pilot test and feedback of the first

background in education (iv) Professionals with experience.

Ms. Glanz's presentation was developed on the basis of the following outline:

1. Our Motivation;
2. Solutions to identified needs;
3. Target groups;
4. Basic Requirements;
5. Cost Reduction and Quality Assurance;
6. Didactical Approach;
7. Contents and demonstration;
8. Where do we stand now;



Sitting from left are 1. Ms. Christine Glanz; Prof. S.Y. Shah and Dr. Madan Singh

2007 at the Conference room of the IAEA. Ms. Christine Glanz, Programme Specialist, Unesco Institute for Lifelong Learning (UIL) Hamburg made the presentation. Prof. K. C. Choudhary, Chancellor IIALE presided over the function. Before the presentation, Prof. S.Y. Shah, Hony. Director, IIALE Welcomed the guest and introduced her to the participants.

module was conducted with Ugandan Adult Educators and that they were now seeking views of experts from other countries before the Module is finalised. She informed that the target group for the course was (i) Professionals working with NFE but not at programme level (ii) Professionals with non-education background (iii) Learners with

She explained each of these aspects of her presentation in detail. She clarified that interested educational institutions can use the course on non-profit making basis after the Modules are finalised by the Unesco Institute. Dr. N. K. Ambasht wanted to know if there was a module on Psychology of adult learning and how was it different from psychology of Child learning.

contd. on next pg.

## Cabinet okays scholarships to minority students

The government has decided to give 20,000 merit-cum-means scholarships annually to students belonging to minority communities for pursuing professional and technical courses in a bid to better their economic condition.

A meeting of the Cabinet Committee on Economic Affairs, chaired by Prime Minister Manmohan Singh, approved the implementation of the scheme for those students who fulfil the merit-cum-means criteria in undergraduate and post-graduate institutions, finance minister P. Chidambaram told mediapersons.

Minority communities were identified as Muslims, Christians, Buddhists, Sikhs and Parsis. The total number of scholarships for the Sikhs in different states is 1853. Of these, they would get 1540 in Punjab, 124 in Haryana, 87 in Rajasthan, 23 in Maharashtra, 22 in Jammu and Kashmir and 16 in Madhya Pradesh.

The centrally-sponsored scheme will be launched during the current financial year and the incurring recurring expenditure in the 11th Plan period would be Rs 761.69 crore, of which 30 per cent would be reserved for girl students.

The scholarships would be of two types - maintenance and course fee. Explaining it, Chidambaram said the

maintenance scholarship would be for a period of 10 months at the rate of Rs 1000 per month for hostelers. The course fee would be Rs 20,000 per annum or the actual fee, whichever is less.

State governments and union territory administrations would implement the scholarships, he said.

Chidambaram said the course fees for such students taking admission in institutions like IITs, IIMs, NITs and AIIMS would be fully reimbursed even if it was more than Rs 20,000. The list of such eligible institutes is 50.

Meanwhile, the Cabinet Committee on Economic Affairs gave its approval for the extension of the Centrally sponsored Swayamsidha scheme for one year upto March 31, 2008. The CCEA also gave the permission to utilise the funds to the tune of Rs 27.81 crore available under the scheme as on March 31, 2007 during the extended period.

The extension of time would ensure the completion of unfinished tasks in order to sustain outcomes of the project.

The Cabinet gave its approval for signing the bilateral investment promotion and Protection Agreement with Iceland. This agreement would increase investments between the two countries and shall be in force for a period of 10 years. □

contn. from prev. pg.

Mrs. Glanz said that they have not gone deeply into the psychological issues. Dr. J. P. Dubey asked questions relating to availability of technological hardware, vocational programmes, other problems identified while conducting pilot testing in Uganda. She replied that in Africa access to technology was limited and down loading was slow. She also informed that translation of the course in different languages was allowed. Dr. A. Mathew wanted to know who could organise the course and if there was provision for certification. She replied that educational institutions like universities can organise the course and they could design their own certification. Sh. Mustaq Ahmed wanted some success stories/successful models of literacy programmes to be included in the course. She agreed with his proposal.

In his presidential address Prof. K. C. Choudhary (Chancellor IIALE) appreciated this effort by UIL and felt that the presentation was very useful to the adult educators who participated in this presentation. Dr. Madan Singh, Registrar (IIALE) presented a vote of thanks on his own behalf and on behalf of IIALE. He said that the concept of E-literacy was being discussed in the country and that we were looking forward to the introduction of such a course in India. □

*The greater our knowledge increases, the more our ignorance unfolds.*

*- John F Kennedy*

**PROFESSIONAL DEVELOPMENT PROGRAMME  
FOR ADULT EDUCATORS  
NOVEMBER 12-17, 2007**

*(Based on two Innovative Learning Packages - PALDIN (Participatory Adult Learning Documentation and Information Networking) developed by Jawaharlal Nehru University and the e-literacy Course of the UNESCO Institute for Lifelong Learning, Hamburg)*

A six days residential workshop for the capacity building of Adult Educators specially Programme Coordinators, Project Officers, Lecturers, Readers working at State Resource Centers, Jan Shikshan Santhans, University Departments of Adult Education, Government and Non-Governmental Organisations will be organized jointly by the International Institute of Adult and Lifelong Education, Group of Adult Education of Jawaharlal Nehru University and National Documentation Centre - Indian Adult Education Association at New Delhi during November 12-17, 2007.

**Background:** Several national and international organizations viz; National Literacy Mission of Government of India, University Grants Commission and the UNESCO have repeatedly highlighted the need and importance of organizing capacity building programme for the staff working in different Adult Education organizations. While the National Literacy Mission has designed a ten days training programme for the grassroot level workers (Preraks), there is no Professional Development Programme for programme coordinators/ managers who shoulder the main responsibility of organizing the programme. In the absence of such programme, their professional input is confined to the project related guidelines.

Apart from the national initiative, at international level, the UNESCO Institute for Lifelong Learning has also designed an e-literacy course comprising of four modules for the program managers which may be very useful for the Adult Educators.

**Aims and Objectives:** The broad aims of the workshop will be to introduce the two innovative courses viz; PALDIN Learning Package and the e-literacy course to the participants and orient them about the contents and get their feedback. Specific objectives of the workshop will be as follows:

1. To discuss the recent policies and developments in the field of Adult /Lifelong Learning at national and International levels;
2. To examine the role of Information and Communication technologies in Adult Continuing Education/Lifelong Learning;
3. To impart knowledge and skills related to process documentation, networking and Information Organisation and Management.
4. To explore the possibilities of translating the materials into regional languages;
5. To develop a simplified version of learning package for grassroot level workers, especially Preraks.

The workshop will be transacted through lectures by experts, discussions, review of selected modules of e-literacy course and PALDIN and group work.

**Registration & other details:** The course will be partly subsidized by the Indian Adult Education Association and partly self financed by the participants. The participation in the workshop will be limited to the first thirty participants who send the full registration fee of Rs.3000 (Three thousand only) by demand draft made in the name of Registrar, International Institute of Adult and Lifelong Education, payable at New Delhi.

The participation fee includes twin sharing accommodation and all the meals and conference materials. The participants will meet their travel cost.

All the participants will receive a set of two volumes of PALDIN Learning package (comprising of four hundred pages of course materials along with a CD) .A certificate of participation will be given to the participants who attend the full course and comply with the course requirement by the International Institute of Adult and Lifelong Learning and the UNESCO INSTITUTE FOR LIFELONG LEARNING.

**Course Director and Faculty:** The course will be coordinated by Prof. S.Y. Shah, Hon. Director, IALE and conducted with the help of fifteen course writers and eminent experts from national and international organizations.

**Application Procedure:** Interested persons may apply on plain paper giving the name, designation and official address (including telephone and email) along with the Bank draft for Rs. 3000 to Dr. Madan Singh, Registrar, International Institute of Adult and Lifelong Education, 17-B, I.P.Estate, New Delhi -110002 should reach latest by 30th October, 2007.

## **Nehru and Tagore Literacy Awards Recommendations Invited**

The Indian Adult Education Association (IAEA) invites recommendations for 2007 Nehru and Tagore Literacy Awards for outstanding contributions towards promotion of literacy, adult education and continuing education by an individual or an institution.

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

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

The awardees will be selected from a panel of names recommended by NLMA, DAE, NIEPA, NCERT, UGC, TLC/PLP/CE Districts, State Education Departments, State Resource Centres, Universities, Members of IAEA and other educational bodies of national level.

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

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

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

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

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

One male and thirteen women adult educators have been honoured with Tagore Literacy Awards since 1987.

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

Last date for receipt of recommendations of prescribed Performa for Nehru and Tagore Awards is August 31, 2007, (which can be photocopied).

**For further information contact:**

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**INDIAN ADULT EDUCATION ASSOCIATION**  
**17-B, Indraprastha Estate, New Delhi-110002**  
**RECOMMENDATION FOR**  
**NEHRU LITERACY AWARD/TAGORE LITERACY AWARD**  
**{Where space is insufficient, kindly use separate sheet(s)}**

Year 2007

1. Name and address of the Member/Department/Organization making recommendation  
\_\_\_\_\_
  2. Name of the worker or institution recommended for the Award  
\_\_\_\_\_
  3. Designation of worker (if recommended)  
\_\_\_\_\_
  4. The nature of work, the recommendee has been doing in the following fields:
    - a. Literacy work among non-literates \_\_\_\_\_
    - b. Post-Literacy work for neo-literates \_\_\_\_\_
    - c. Continuing Education work \_\_\_\_\_
    - d. Organizational work \_\_\_\_\_
    - e. Innovative Teaching Devices and Improved Teaching Material Introduced \_\_\_\_\_
    - f. Awareness creation among Women and Improving their social and economic status  
\_\_\_\_\_
  5. The nature and description of the outstanding work done by the recommendee \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- (This description should please be put in separately under the category mentioned under 4 above. It should show the percentage of results, the number made literates, methods used for motivating the volunteers and adults to participate in adult education programme, the ability of the worker to understand and handle difficulties encountered in the programme and new initiatives undertaken which can be considered as model for replication).
6. The length of period, the recommendee has: (a) already spent in the field of adult education and (b) the period for which the recommendee is likely to continue the work.  
\_\_\_\_\_  
\_\_\_\_\_
  7. Any additional information  
\_\_\_\_\_  
\_\_\_\_\_

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

Signature of the recommending Authority

Holistic education holds the key

## **INDIAN ADULT EDUCATION ASSOCIATION**

17-B, Indraprastha Estate, New Delhi-110002

23rd July, 2007

### **NOTICE**

A complete and correct 'List of Members Eligible to Vote' in forthcoming elections of the Council and Executive Committee of IAEA shall be published on Monday the 3rd September 2007. The authentic copy of the list will be available for inspection by any member in the office of Indian Adult Education Association during office hours on any working day after publication.

If there is any incorrect entry in such list the General Secretary shall make necessary correction in the list, if it is brought to his notice in writing on or before 18th September 2007.

The objection, if any, will be decided by the General Secretary on 20th September 2007 and final list will be published on 20th September 2007 at 17.00 hrs.

An appeal may be made to the President, whose decision shall be final.

**(DR. MADAN SINGH)**  
General Secretary

N.B. - The members enrolled till 19-02-2006 are entitled to participate in the elections.

The final list may be obtained on CD or hard copy on a payment of Rs. 250/- after 1st October 2007.

## Holistic education holds the key

Education has gradually become an economic endeavour, linking degrees with jobs. Economic considerations have assumed overriding importance and are the only target to be achieved.

This type of education has played an important role in transforming business establishments into giant industrial-economic houses and in building multinational corporations. Education has become a commodity for trading along with services. It has been generating the highest revenue since the general agreement on trade and services.

The new generation of academic places are not limited

by institutional boundaries. Communication is rapid and a world of virtual reality is being made learner-oriented. Lifelong learning is now an occupation. Economic interconnectedness of nations, proliferation of corporate culture and transnational impact of multinationals are affecting human existence. World money markets have been linked through giant banking firms.

The trend is to serve the consumers, backed by the philosophy that individuals come first. This has resulted in the emergence of global multicultural values. A fun culture has seeped into the domains of education and

work, resulting in acculturation and missing work culture.

In a nutshell, a consumer-driven world of make-believe, the fuelling of individual aspirations and a ruthless strife for achievement seem to be the order of the day. The inclusion of education in the services sector places students as consumers and the onus is on the education system to serve them. It is time to sit back and think as to how to serve the current educational needs of individuals, help society through this technological era and sustain a human face to make this world a better place to live in.

contd. on last pg.

## Open School launches online admissions

The National Institute of Open Schooling (NIOS) has launched its online admission facility — Ni-On — enabling direct interaction with its learners to ensure better support services for them.

"This unique facility available for the first time in any open learning system in India will facilitate the learners in directly accessing NIOS. It will also help us in reaching people in remote areas and those from marginalised social groups and communities. It will definitely lead to a rapid increase in the number of learners getting enrolled with us," said NIOS Chairman M.C. Pant at a press conference.

Union Human Resource Development Minister Arjun Singh launched the new facility.

An "additional advantage" along with the conventional mode of

admission to NIOS, the online facility will help in obtaining "quality" data about students — an area where there have been some complaints in the past.

"Unlike the traditional mode of admission where we operate through different academic and vocational study centres, with the new system NIOS will establish a direct linkage with the learners and provide them a bouquet of choices for entering and leaving the Open Learning System according to their requirements. The online admission facility is very learner-centric. We will get error-free student records and other problems that some learners tend to face with the conventional mode, like travelling long distances and harassment, will be taken care of," said NIOS secretary D.S. Bist.

Under the Ni-On project, NIOS has developed three streams of online admissions for meeting the needs of different groups of its potential learners. Explaining the concept, Mr. Pant said: "Under stream one, all the learners can access NIOS online through our website for seeking admission. The choice of study centres will be purely that of the learners. The second stream has been designed to save a year of all those who have been unsuccessful in different recognised education Boards in the previous academic session. These students can seek online admission and appear in the October-November exam this year whose results will be declared by December 2007 to ensure that their precious year is not wasted."



## Technical education needs proactive links to industry

It is well known that our government-led technical education has got isolated from industry over the years. While industry moved ahead on the strength of foreign technology, technical education stagnated. Many initiatives were tried to get the two entities closer: State Councils of S&T; get-togethers with industry associations; publicity; consultancy cells and foundations; incubator parks; and venture funds.

The results were insignificant. Massive privatisation of education in recent years has again not helped. What has multiplied exponentially are only numbers, with the impact on quality being marginal.

In today's situation, when industry can pick up and ally with the best in the world, it would be foolish to expect industry to stretch itself and take on the headaches of driving radical change in technical education. Super-bigwigs like Infosys, Wipro and Tatas will certainly find solutions for themselves – with in-house schools; specialised training; and global exposure. It is the medium and small players who will pay the price.

In such a backdrop, it is for education to stretch its hand out and get closer to industry. What is also important is that solutions must be doable in the current socio-economic environment. But we must not forget that our dream of joining the global club of developed nations hinges on this vital bridge.

There is acute shortage of faculty, with 30 per cent vacancies at Professor levels even in prestigious institutions like the IITs. The inability of facilities, laboratories and courses to keep pace has escalated the gap with the world. Anchored to the past, our system continues to focus on theory and rote. There is no link to real life. Application figures nowhere.

A proactive link with industry is the only solution. Besides keeping syllabus up to date and faculty abreast with the latest technology, closeness is bound to flower into research and development for fighting competition.

A beginning can be made with frequent, small-group (preferably one-to-one) social contact. This is the foundation of any positive relationship. Familiarity leads to sharing of knowledge, experiences and finally problems.

Towards this end, we must identify, discipline-wise, half-a-dozen willing and progressive businesses in the vicinity. Don't go for CEO's and other top designations. Zero in on Senior Managers. Pro-activeness and ability to spare time must decide.

Arrange short get-togethers of faculty with them. Be humble in presentations. Seek support. Follow up with visits to industry. During interaction, identify a couple of small quick, projects, wherein your knowledge-input can yield positive benefits.

Think carefully and send a brief proposal, with scope, time-

frame, and expected results clearly spelt out. Ensure timely delivery – no excuses. Mutual confidence in delivery is critical for permanent bridges. Costs should be a minor consideration for the first few projects. Success with a few projects will set the ball rolling forever.

The recent report of the Mashelkar Committee emphasises the utmost necessity of conformance to Standards and quality in every domain. We all know that our problem is not more Standards – 14,000 Standards issued by BIS are operative. Our national problem is enforcement.

Nation-wide enforcement of increasingly tighter emission norms for the auto-sector from 1990 onwards is an excellent guide to compliance. The gigantic task was handled smoothly and cost-effectively by splitting the responsibility between existing institutions, who had the organisation and could muster the marginal investments required on their own. A similar approach has been adopted recently by BIS in permitting private labs to become Assaying Centres for Hallmarking of gold jewellery.

Institutions of higher technical education can easily undertake responsibility for conformance to BIS/ISO Standards for products made in their vicinity. Expertise and basic facilities exist. Mustering resources for special labs should pose no problem. Besides addressing a national priority, this initiative will become a gateway to

contd. on next pg.

## Mobile schools for Delhi's poor children coming

Two buses have been presented by UNICEF

Children of sex workers, poor migrant labourers and slum dwellers in the Capital will soon be able to avail themselves of primary education near their homes. Two buses that have been presented by the United Nations International Children's Education Fund (UNICEF) will be introduced as mobile primary schools by the Delhi Government in July under its "Sarva Shiksha Abhiyan".

These buses would travel to the Swami Shradhanand Marg where a number of children of sex workers live. A real classroom, these buses would come equipped with seats for children, a black-board, a computer and a library stocked with children's books.

They would also have a small toilet. These buses would be big enough for taking about 60 children in one batch.

Delhi Education Minister Arvinder Singh Lovely said since there are no schools in the red light areas, these buses would seek to promote education among the children living there.

While they would also travel to various slums and colonies inhabited by poor migrant labourers, they would primarily concentrate on educating children living in this Central district area.

Each mobile school would have a teacher, a peon and a computer operator. The computers would be used for educating the children through educative material prepared for

the Computer-Aided Learning Programme as also for entertaining the children. "Cartoon films, songs, video games and informative programmes would also be shown to the children on the computer. This would familiarise them with the education process and that would encourage their parents to enroll them for formal schooling at a later stage", Mr. Lovely said.

The children coming to these mobile schools will also be served meals free of cost. This would be another incentive for them to stay involved with the education process. For us this is important as we want to bring these children into the mainstream," the Minister said.

To begin with, the Education Department would be operating both the buses at its own expense. The two buses are expected to be received in a fortnight. Thereafter the novel scheme will be launched for the benefit of a large number of poor children.

contn. from prev. pg.  
much-needed involvement with local industry.

These initiatives could set the ball of change rolling. But remember, building bridges on weak soil is never easy. It will stretch management courage and resilience to the hilt. But pursued with sensitivity, it can also set off a spiral chain-reaction and deliver results.

## मध्यप्रदेश में दो जुलाई

### से "स्कूल चले हम"

#### अभियान

मध्यप्रदेश में "स्कूल चले हम" अभियान के तहत सभी पात्र बच्चों को स्कूल में प्रवेश सुनिश्चित करने के लिए इस साल से राज्य में संपूर्ण शिक्षित ग्राम पुरस्कार योजना शुरू की जाएगी। मुख्यमंत्री शिवराज सिंह चौहान की अध्यक्षता में हुई बैठक में यह भी फैसला लिया गया कि सभी जनप्रतिनिधियों के सहयोग से विशेष अभियान चलाया जाएगा और सभी स्कूलों में प्रवेशोत्सव आयोजित किया जाएगा। इस साल कुल १७ लाख से अधिक बच्चों को स्कूलों में भर्ती कराने का लक्ष्य रखा गया है।

चौहान ने कहा कि पिछले साल स्कूल चले अभियान के तहत २.२४ लाख बच्चों को स्कूलों और ब्रिजकोर्स आदि वैकल्पिक व्यवस्थाओं से जोड़ने में सफलता मिली थी। उन्होंने कहा कि विकास के लिए शिक्षा का प्रसार आवश्यक है और कोई पात्र बच्चा शिक्षा प्राप्त करने से वंचित नहीं रह जाए, इस दिशा में सबको विशेषकर सभी दलों के प्रतिनिधियों को प्रयास करना चाहिए।

## भाग्य भी वीरों की ही

### सहायता करता है।

#### टैरेस

## प्राचीन शिक्षा का केंद्र

बिहार के बोधगया, राजगीर, नालंदा और पावापुरी आदि पर्यटक स्थल मिलकर जो बौद्ध सर्किट बनाते हैं उनमें नालंदा के अंतरराष्ट्रीय विश्वविद्यालय के खंडहर की अपनी अलग पहचान है। राजधानी पटना से नब्बे किलोमीटर दक्षिण पूरब में स्थित नालंदा न केवल अपने समय का विख्यात शिक्षण केंद्र रहा बल्कि इसने एशिया की सांस्कृतिक एकता की जमीन भी तैयार की। आज भी यहां ज्यादातर पर्यटक और शोधार्थी चीन, जापान, थाईलैंड, तिब्बत और श्रीलंका जैसे देशों से आते हैं। नालंदा के बारे में अधिक जानकारी भी ह्वेनसांग और इत्सिंग आदि चीनी यात्रियों के संस्मरणों से ही मिलती है।

प्राचीन नालंदा विश्वविद्यालय की स्थापना मगध साम्राज्य के गुप्तवंशीय शासक कुमार गुप्त ने ४२७ ईस्वी में की थी। ४१४ से ४५५ तक मगध पर शासन करने वाले इस शासक ने बौद्ध संघ को पहला दान दिया।

पांचवीं से बाहरवीं सदी तक वजूद में रहने वाले नालंदा विश्वविद्यालय में देश के कोने-कोने से छात्र शिक्षा ग्रहण करने आते थे। इसके अलावा इंडोनेशिया, चीन, तिब्बत, श्रीलंका और कोरिया तक के विद्यार्थी उच्च शिक्षा के लिए यहां आते रहे। अब तक हुए उत्खनन में मिले अवशेष संकेत देते हैं कि यहां पर व्याख्यान के लिए सात बड़े और तीन सौ छोटे कक्ष बनाए गए थे। विद्यार्थियों के लिए आवास की पर्याप्त व्यवस्था थी। जावा के एक शासक शैलेंद्र ने मगध नरेश देवपाल की अनुमति से नालंदा में जावा से आए बौद्ध भिक्षुओं के रहने के लिए एक विहार मठ बनवाया। वैसे तो विश्वविद्यालय में कला, विज्ञान, धर्म दर्शन, चिकित्सा और ज्योतिष आदि की पढ़ाई भी होती थी, पर बौद्ध धर्म की महायानशाखा, भारतीय न्याय शास्त्र में

इसकी विशेष ख्याति थी। विश्वविद्यालय की प्रतिष्ठा का अंदाजा इसी बात से लगाया जा सकता है कि प्रसिद्ध चीनी यात्री ह्वेनसांग ने यहां डेढ़ साल तक रह कर भारतीय दर्शन की शिक्षा ली। इत्सिंग ने दस वर्षों तक बौद्ध धर्म की हीनयान शाखा का अध्ययन किया। प्रवेश के इच्छुक युवकों की परीक्षा द्वारपाल कहलाने वाला एक शास्त्रज्ञ लेता था। कुल उम्मीदवारों के लगभग बीस प्रतिशत को ही दाखिला मिल पाता था। ह्वेनसांग के मुताबिक, उसके समय में विश्वविद्यालय में लगभग दस हजार विद्यार्थी और दो हजार शिक्षक थे। उसने कुछ समय तक नालंदा में अध्यापन का काम भी किया। वह अपने समय के धर्मपाल, दिंगनाग, नागार्जुन और धर्मकीर्ति जैसे विद्वानों की चर्चा करता है। शिक्षा के साथ-साथ नालंदा धर्म प्रचार का भी प्रमुख केंद्र रहा। विश्वविद्यालय के आचार्य और स्नातक घूम-घूम कर धार्मिक शिक्षा देने का काम करते। तिब्बत के राजा के निमंत्रण पर आचार्य शांतरक्षित और पद्मसंभव के वहां जाकर लोगों को धर्म संस्कृति की शिक्षा देने का उदाहरण मिलता है।

बारहवीं सदी के अंत में तुर्क आक्रमणकारी बख्तियार खिलजी ने जब धर्मगंज नामक पुस्तकालयों के मुहल्ले को आग लगाई तो उनमें रखी किताबें महीनों तक जलती रहीं थीं।

खिलजी के आक्रमण से ध्वस्त नालंदा के वैभव का हमें परिचय नहीं मिल पाता अगर अंग्रेज इंजीनियर अलेक्जेंडर कनिंघम ने १८६० में इसके खंडहरों की खोज न की होती। नालंदा की खुदाई का काम १९१५ तक चला। विश्वविद्यालय के चारों ओर ऊंचे प्राचीर खोज निकाले गए। खंडहर की दीवारों की मोटाई छह से बारह फीट तक है। खंडहर

## समाचार



देवी अहिल्या विश्वविद्यालय, इन्दौर द्वारा श्रीमती साधना खरे को "इन्दौर जिले के सतत् शिक्षा कार्यक्रम का मूल्यांकन" शोध प्रबंध पर पीएच.डी की उपाधि प्रदान की गई। उन्होंने यह शोध कार्य डॉ. हंसराज पाल, उपाचार्य, शिक्षा संस्थान, देवी अहिल्या विश्वविद्यालय, इन्दौर के निर्देशन में पूर्ण किया।

ऊंचे-ऊंचे भवन के संकेत देते हैं। महाविहार और चैत्यों की कई पंक्तियां मिली हैं। काफी संख्या में स्तूप भी मिले हैं। फहियान ने बुद्ध के शिष्य पुत्र की अस्थियों पर निर्मित एक स्तूप का उल्लेख किया है। खुदाई से प्राप्त बहुमूल्य मूर्तियां, शिलालेख, मोहरें और सिक्के आदि स्थानीय संग्रहालय में सुरक्षित हैं। इनमें बुद्ध और हिंदु देवी-देवताओं की मूर्तियां भी शामिल हैं। शिलालेख और मोहरों पर अंकित भाषा पाली और संस्कृत में नालंदा में शिक्षा का माध्यम पाली भाषा थी।

कभी गुप्त-पाल वंश के शासकों और हर्ष ने नालंदा को संरक्षण दिया। यह अच्छी बात है कि जापान, चीन, थाईलैंड सहित कई विदेशी सरकारों और बिहार सरकार मिल कर नालंदा अंतरराष्ट्रीय विश्वविद्यालय के निर्माण का निर्णय लिया है। सात सौ सालों तक दुनिया में ज्ञान की अलख जगाए रहने वाले नालंदा का सोया गौरव शायद फिर से जाग उठे।

## TRAI sets up consumer education, protection fund

TRAI on Friday announced setting up of a Telecom Consumers Education and Protection Fund to educate and inform the consumers about their rights and discourage operators to charge in excess, while shifting from one tariff plan to the other.

As per TRAI estimates telecom companies have about Rs 10 crore undisbursed amount accumulated over last 10 years.

TRAI has considered those cases when the number of those subscribers to whom the refund is due are numerous, the service providers may find it difficult to trace the consumers to refund the excess amount.

The fund will prevent unjust or undue enrichment of such service

providers and educate consumers by utilising the excess amount charged from them, a TRAI statement said.

There will be a committee for making recommendations to the Authority for utilisation of the amount.

The Fund will undertake programmes to educate consumers about various measures taken by the Central Government or TRAI for protecting their interests, besides organising seminars, symposia and workshops on the subject.

It will also conduct studies and market research projects, either directly or through specialised agencies on matters safeguarding the interests of consumers. □

contn. from pg. 4

There is all the more need to come back to holistic education. The increased importance of curricula, including basic sciences and humanities, cannot be sidetracked. We should create opportunities for the youth in particular and society at large through community based projects and activities. Mere facts packaged in the form of knowledge will not serve the purpose. We need to avoid mediocrity, provide direction with vision and unite everybody to agree to work towards it. We should create opportunities to promote new channels, facilitate multi-disciplinary education and sow the seeds of innovation, making education self-accountable to meet the challenges of the future. Providing more space to education is the need of the hour and the domain of higher education should encompass creativity of rare depth. □

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TO

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## IAEA

INDIAN  
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ASSOCIATION  
NEW DELHI

## NEWSLETTER

Vol. 16 No. 8

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**'Educational system needs overhaul'  
Call for involvement of corporates**

If the current boom in the IT and ITeS industry is to continue for another decade, the educational system needs a series of changes, says the National Association of Software and Service Companies (Nasscom) President, Kiran Karnik.

Mr. Karnik said there should be changes in the current curriculum and syllabi. It also needed to be updated with the introduction of new courses to meet the future demand. Nasscom was in the process of identifying the gaps in the curriculums, he added.

He wanted the education to be privatised and called for the involvement of corporates in the universities. Nasscom, along with the Ministry of Human Resource Development (MHRD), plans to set up new IITs (Indian Institute of Information Technology), finishing schools, and extend Nasscom Assessment of Competence (NAC) to the IT services sector.

The IT body had taken the employment pyramid approach to understand the industry's skills

requirements and create specific education and development accordingly. The base of the pyramid represented simple technical skills (including entry level jobs in the BPO industry and

vocational jobs like networking and hardware maintenance).

The middle stood for skills, which were the mainstream and account for the majority of the

contd. on pg. 5

**ANNOUNCEMENT**

The Indian Adult Education Association - in collaboration with Shri Gajanan Shikshan Sanstha's College of Engineering, Shegaon-444203, District Buldhana (Maharashtra) is organising its 56<sup>th</sup> All India Adult Education Conference from December 14-15, 2007.

The theme of the Conference is "An approach to the XIth Five Year Plan in context of adult and lifelong learning" opportunities.

The venue of the Conference is Shri Gajanan Shikshan Sanstha's College of Engineering, Shegaon-444203, District Buldhana (Maharashtra). The lodging arrangements have been made in nearby guesthouses.

The Railway Board has already granted rail concession of 25% in IInd Class sleeper for non-governmental delegates attending the Conference. The forms are available on request.

Delegation fee of Rs. 250/- and the subsidized boarding and lodging charges of Rs. 500/- to be borne compulsorily by the delegates may please be sent to the Association (not to the host organization) by November 15<sup>th</sup> 2007 through Bank Draft in favour of "Indian Adult Education Association" payable at New Delhi.

Members are advised to secure reservation for their return journey well in advance before proceeding to Shegaon from their starting station itself as it will be very difficult to seek rail reservation on arrival in Shegaon.

Members are requested to attend the Conference and send their confirmation by November 15, 2007, endorsing a copy of the letter to Dr. D. G. Wakde, Principal, Gajanan Maharaj College of Engineering, Shegaon 444203, District Buldhana, Maharashtra.

Keenly looking forward for an early reply.

DR. MADAN SINGH  
General Secretary

## UN declares 2 October, Mahatma Gandhi's birthday as International Day of Non-Violence

The United Nations General Assembly on 15 June decided to observe the International Day of Non-Violence each year on 2 October- the birth anniversary of Mahatma Gandhi, who helped lead India to independence and inspired movements for civil rights and freedom across the world.

Bearing in mind that non-violence, tolerance, full respect for all human rights and fundamental freedoms for all, democracy, development, mutual understanding and respect of diversity are interlinked and mutually reinforcing, it invited all Member States, United Nations organizations, regional and non-governmental organizations and individuals to commemorate the International Day in an appropriate

manner and to disseminate the message of non-violence, including through education and public awareness.

The assembly further requested the Secretary-General to recommend ways and means by which the United Nations system and the Secretariat could, within existing resources, assist Member States in organizing activities to commemorate the Day.

Introducing the text, Anand Sharma, India's Minister of State for External Affairs, said the idea of promoting the resolution originated from the Declaration adopted in January 2007 by the "International Conference on Peace, Non-Violence and Empowerment. – Gandhian

Philosophy in the 21<sup>st</sup> Century", which articulated a collective yearning to address hunger and poverty. He said the wide co-sponsorship of the draft resolution reflected the universal respect that Mahatma Gandhi commanded, noting that his mode of non-violence brought down colonialism and inspired leaders such as Badshah Khan. The draft was simple but significant, reaffirming the universal relevance of the principle of non-violence. Promoting non-violence in such a manner would significantly contribute to the realization of the goals set out in the 1999 United Nations Declaration and Programme of Action on a Culture of Peace. □

### Mainstreaming madrasas

The government's proposal to bring forward a new law to regulate madrasas across the country comes not a moment too soon. The National Commission for Minority Educational Institutions has reportedly submitted a draft of the proposed Central Madrasa Board Act, 2007, to the Human Resource Development Ministry, seeking to create a Central Madrasa Board (CMB) along the lines of the CBSE, with a fund, so that all Indian seminaries can be brought under one roof. It is a shame that Muslims here have a raw deal when it comes to education. Literacy rates among Muslim men are a good 10 per cent below the national average

while Muslim women fare no better.

Reforms in the madrasa curriculum and system are long overdue and programmes like the CMB — if carried out with strong community involvement — could make a major difference. All the more so since it will be set up through an Act of Parliament and will be free from the hassles of State control. There is obviously no alternative to radical reforms in madrasas for modernising their syllabus and introducing science, technology and other subjects. This is crucial for preparing students for jobs in sectors like IT, manufacturing, services sector and the media. It's doubtful if any

two madrasas in the subcontinent offer the same syllabus, and even these invariably tend to be outdated. The quality of science education in Urdu schools, for instance, is evidently poor and is made worse by the paucity of texts and supporting popular science literature available in the language. Is it any wonder then that many of these institutions become factories that churn out large numbers of maulvis, only a few of whom qualify for any job?

Madrasa students must be encouraged to play a more constructive and socially engaged role in their capacity as would-be 'religious specialists'. This will widen their career options, and

contd. on next pg.

## PMO wants new package for higher education to be given priority

Prime Minister Manmohan Singh has asked Union HRD Minister Arjun Singh to cut down central funding for primary education in order to spare resources for higher education for the new package he recently announced.

This was indicated at a meeting convened by the Prime Minister to discuss the financial aspects of this package.

Besides expanding and funding the universities' intake and infrastructure capacities, the package envisages setting up of 16 new Central universities all over the country and 355 colleges in educationally backward districts.

Since this would require funds in addition to the HRD's approved budgetary allocation, the Prime Minister's Office has suggested a cut in central funding for primary education, including the Sarva Shiksha Abhyjan. The move is being opposed by the HRD Minister Arjun Singh, sources said.

Apart from Arjun Singh, Finance Minister P Chidambaram and Planning Commission Deputy Chairman Montek Singh Ahluwalia attended the meeting.

A day earlier, both the Finance Minister and Ahluwalia had told Arjun Singh to ask the State Governments to hike their share in primary education, including Sarva Shiksha Abhijyan (SSA), so that the fund saved could be

recycled for the expansion of higher education.

Education experts believe that while Arjun Singh will have to negotiate with the State Governments to increase their share of funding to SSA and primary education, the issue will create a major problem as the States had already rejected the move earlier during last December National Development Council meeting.

Presently, the ratio is fixed at 75:25; the Centre funds 75 percent of the cost and the State Governments 25 per cent. However, despite the Planning Commission and Finance Ministry having already sent repeated feelers to both the HRD and the State Governments to hike their share and make it 50:50, the request was resisted and ignored.

While the Union Government may not immediately disturb the seven Northeastern States because of their economic backwardness, the Finance Ministry is set to axe out 25 per cent more for other and strongly recommended a 50:50 ratio, sources said.

Incidentally, both the Prime Ministerial package and the next plan target have focused a high growth model in higher education, which would require a fund-starved Government to spend a huge amount.

Even increasing the education cess from 2 to 3 per cent in this year budget may not suffice, though the Government is expected to garner Rs 10,393 crore from last year's Rs 8,746 crore.

Under the scheme of things, the State Governments will have to take major initiatives to increase number of universities.

Under the present budgetary provision, the fund allotted for higher education (university and higher education) is only Rs 3892.57 crore which is not only insufficient but grossly inadequate for any meaningful expansion of higher education both at general and science faculty level.

And if the X11th Plan targets and Prime Minister's package have to be implemented, some serious thinking is required on as to how the central funding for higher education can be taken to much higher level.

Sources said, during the meeting, the Prime Minister also has worked out details of finances at preliminary level for meeting higher targets in higher education. □

contn. from prev. pg.

narrow the distance between the ulema and the 'modern' educated Muslims, besides helping to empower marginalised sections of the community. Once that gets underway, a new grassroot-based community leadership will hopefully emerge. □

*I wake up every morning at nine and grab for the morning paper. Then I look at the obituary page. If my name is not on it, I get up.*

*Benjamin Franklin*

## IAEA, Kerala State Branch Plans Different Programmes for 2007-08

The executive committee of IAEA, Kerala State Branch planned to conduct variety of programmes for the year 2007-08.

Discussion groups, seminar on innovative programmes in Continuing Education Income Generating Programmes, Membership Campaign, observation of International Literacy Day 2008, Competitions for public and students were planned for 2007-08.

State level Seminar on Adult & Continuing Education, College

level programmes workshop for functionaries of C.E. etc. were the major programmes/activities suggested.

Sub committees were also formed to monitor the programmes. It was also decided to organize a State Level Conference during the year to strengthen the continuing education programme in the state. Dr. K.S. Pillai chaired the meeting and Dr. V. Reghu, Secretary welcomed the members. Dr. Kerala Sreemathi, Joint Secretary proposed vote of thanks.

### 'Most women in our B-school are semi-literate'

*Mann Deshi Udyogini (MDU) in Maharashtra is a rare kind of business school; It's a B-school for rural women. Chetna Gala Sinha, founder of MDU, whose innovative approach was recently listed alongside Harvard and Fuqua School of Business in the Financial Times' latest ranking of the best B-schools in the world, speaks to Abhay Vaidya:*

Q: What prompted you to establish a B-school for rural women?

Since 1997 we had been providing micro-finance to a number of poor women through our rural cooperative bank for women — the Mann Deshi Mahila Sahakari Bank Ltd. One enthusiastic woman, a semi-literate vegetable vendor would

keep pestering us for know-how on wholesale business, where to get supplies from; how to grow her business. We decided to help her and that set us thinking that there were other enterprising women like her who needed help. Our B-school, the Mann Deshi Udyogini (MDU), was launched in December 2006 with a Rs 7 lakh grant from HSBC. It is located at Vaduj near Satara.

Q: What kind of training does the school offer?

Our entire operation is centred around the rural woman, her compulsions, situation and circumstances. Our courses have no pre-qualification criteria for enrolment and any woman can join a course on any given day. They range from improving feed

quality for milch cattle and deworming goats to marriage photography, selling cellphone recharge coupons, lamination of deity pictures and screen printing letter-heads, visiting cards and marriage invitation cards. Since fast food has become popular in rural areas, we offer courses in making spicy chutneys for wada-pav sellers and setting up fast-food stalls.

Our courses on confidence building and financial literacy; bag-making, a two-hour biweekly session on spoken English (Rs 10 per session) and basic computer skills are immensely popular.

Our biggest challenge is how to meet the huge demand for such courses in rural areas. Also, our curriculum and training has to be innovative, low-cost and graphics-driven as most of the women are semi-literate. Another of our challenges is to involve the men so that they cooperate with their women, don't feel left out and insecure.

Q: What are your future plans?

There is a high demand for maintaining hygiene in rural areas so we are planning to introduce a course on various aspects of hospital hygiene management in association with a big regional hospital. We have also received funding from a non-resident Indian IT entrepreneur to launch a micro-business school on wheels. This will soon be launched in Karnataka. This school will be serviced with a modified, self-contained mini-bus which will have seven-eight laptops, course materials and an electric stove for our course on fast food. □

**INDIAN ADULT EDUCATION ASSOCIATION**  
**17-B, Indraprastha Estate, New Delhi-110002**

23rd July, 2007

**NOTICE**

A complete and correct 'List of Members Eligible to Vote' in forthcoming elections of the Council and Executive Committee of IAEA shall be published on Monday the 3rd September 2007. The authentic copy of the list will be available for inspection by any member in the office of Indian Adult Education Association during office hours on any working day after publication.

If there is any incorrect entry in such list the General Secretary shall make necessary correction in the list, if it is brought to his notice in writing on or before 18th September 2007.

The objection, if any, will be decided by the General Secretary on 20th September 2007 and final list will be published on 20th September 2007 at 17.00 hrs.

An appeal may be made to the President, whose decision shall be final.

**DR. MADAN SINGH**  
**General Secretary**

- N.B.
- The members enrolled till 19-02-2006 are entitled to participate in the elections.
  - The final list may be obtained on CD or hard copy on a payment of Rs. 250/- after 1st October 2007.

contn. from pg. 1

existing shortage in the industry. The top of the pyramid, represented high-end technology skills (in areas such as bio-informatics, embedded software, product architecture, DSP, VLSI, program management and multimedia convergence), which were niche today.

Mr. Karnik said one of the biggest human-power challenges faced at the level of higher-end education was the paucity of Ph.Ds and research scientists.

At present, post-graduate education was lagging behind undergraduate learning, with barely a handful of takers for the top-of-the-line Ph.D programmes.

He said Nasscom and the IT industry along with HRD Ministry planned to launch five new IIITs based on the public-private

partnership model, by the year 2008. In the next few years, it planned to set up around 20 IIITs.

Mr. Karnik said it planned to offer Nasscom Assessment and Certification-Tech program (NAC-Tech) for the BPO and IT services sector starting this academic year. The aim was to make NAC-Tech an industry standard for evaluating students aspiring to find jobs in the technology/engineering industries. Similarly, finishing schools for engineering students had also been launched.

The Chairman of Nasscom and Vice-Chairman of Cognizant Technology solutions, Lakshmi Narayanan, said the IT / ITeS industry was growing at the rate of 30 per cent. The industry was evolving with new technology and innovations. Today, the industry directly employed 1.6 million

**System of Contract Teachers in Primary Education Questioned**

Human Resource Ministry's 15-member Consultative Committee on Primary Education has expressed unhappiness over the inferior quality of education.

The panel chaired by HRD Minister Arjun Singh, and Suresh Pachauri, Minister Personnel and Public Grievances as ex-officio member, expressed its dissatisfaction over the immature steps taken to improve the quality of education at the primary level.

According to official sources, the members also questioned the process of recruitment of teachers on contract basis for primary education - as for example, Sarva Shiksha Abhiyan (SSA) - and the way teachers at the primary level were being deployed for cooking mid-day meals.

Members cutting across the party-lines expressed doubts if the contract-teachers could be relied upon for imparting quality education at the primary-level. Incidentally, the Ministry and the State Governments have evolved a strategy for employing para-teachers to meet the shortage of staff.

people and had created six million indirect employments.

Mr. Lakshmi Narayanan said new opportunities in other innovative models such as Knowledge Process Outsourcing were growing and captive industries were playing an important role in this segment. □

## बनेगा राष्ट्रीय उच्च शिक्षा आयोग अधीन होंगे सभी केंद्रीय निकाय

उच्च शिक्षा में भविष्य की चुनौतियों ने सरकार की आंखें खोल कर रख दी हैं। उसकी नजर अब अपनी खुद की खामियों पर भी गई है। विश्वविद्यालय अनुदान आयोग, तकनीकी शिक्षा परिषद्, भारतीय चिकित्सा परिषद् और उच्च शिक्षा से जुड़े ऐसे दूसरे निकायों के बीच छोटे-छोटे मामलों में भी टकराव व आपसी तालमेल की कमी को दूर करने के लिए जरूरत महसूस की गई है।

लिहाजा सरकार "राष्ट्रीय उच्च शिक्षा आयोग" नाम से नया निकाय बनाने जा रही है और उच्च शिक्षा के सभी निकाय अब उसके अधीन होंगे। उच्च पदस्थ सूत्रों के मुताबिक उच्च शिक्षा से जुड़े

विभिन्न केंद्रीय निकायों के बीच कई बार बहुत छोटी चीजों पर भी तालमेल के बजाय उनमें टकराव की नौबत आ जाती है। बताते हैं कि चेन्नई के एक मामले में तो विश्वविद्यालय अनुदान आयोग (यूजीसी) और अखिल भारतीय तकनीकी शिक्षा परिषद् (एआईसीटीई) न सिर्फ आमने-सामने हुए, बल्कि कोर्ट तक चले गए। इसी तरह भारतीय चिकित्सा परिषद्, भारतीय दंत परिषद् और उच्च शिक्षा के दूसरे निकायों में प्रायः टकराव देखने को मिलता है। इन स्थितियों से निपटने के लिए ही सरकार "राष्ट्रीय उच्च शिक्षा आयोग" का गठन करने जा रही है। आयोग दूसरे सभी निकायों के साथ

सहयोग के साथ ही भविष्य नीतियों व उच्च शिक्षा के दूसरे मसलों को भी देखेगा।

मानव संसाधन विकास मंत्रालय के अधीन गठित होने वाला यह आयोग एक वैधानिक निकाय होगा और इसके गठन के लिए संसद में विधेयक लाया जाएगा। सूत्र बताते हैं कि विश्वविद्यालय अनुदान आयोग के चेयरमैन ही इस आयोग के अध्यक्ष होंगे। इसके अलावा विज्ञान एवं प्रौद्योगिकी, कृषि, स्वास्थ्य और मानव संसाधन विकास मंत्रालय व कुछ अन्य मंत्रालयों के सचिव समेत कुल १५-२० लोग आयोग के सदस्य होंगे।

□

## एमसीडी स्कूलों की देखभाल करेंगे एनजीओ

बिना पैसा खर्च किए स्कूलों की हालत सुधारने का नया फार्मूला, बदले में एनजीओ स्कूल के गेट पर विभाग द्वारा निर्धारित आकार का बोर्ड लगा सकेगा

### उम्मीद

एनजीओ गोद लेने से होगा स्कूलों की बुनियादी सुविधाओं का हल  
निगम साधन और धन की कमी के कारण नहीं दे पा रहा है सुविधाएं वर्षों से चली आ रही हैं समस्याएं

आर्थिक स्थिति से जूझती एमसीडी के स्कूलों की वर्षों से बद से बदतर होती जा रही व्यवस्था को निगमायुक्त ने "हींग लगे न फिटकरी रंग भी चोखा आए" वाली कहावत को चरितार्थ करते हुए सुलझा दिया है। स्टैंडिंग कमेटी ने विपक्ष के विरोध के बावजूद एमसीडी के

कमिशनर अशोक कुमार निगम द्वारा एमसीडी के स्कूलों का रखरखाव एनजीओ और संस्थाओं को देने के प्रस्ताव पर मोहर लगा दी। निगमायुक्त के प्रस्ताव का स्वागत करते हुए स्थाई समिति के अध्यक्ष विजेंद्र गुप्ता ने कहा कि एनजीओ द्वारा विद्यालय को गोद लेने से स्कूलों के शौचालयों, पीने के पानी और रखरखाव जैसी उन सभी बुनियादी सुविधाओं का हल हो जाएगा जिन्हें निगम साधन और धन की कमी के कारण पूरा नहीं कर पा रहा था।

गुप्ता ने एमसीडी में विपक्ष के नेता जय किशन शर्मा के द्वारा एनजीओ की आड़ में निगम स्कूलों में संघ और

भाजपा से जुड़े उद्योगपतियों को बैक डोर से एंट्री देने के आरोप को निराधार बताते हुए कहा कि भाजपा को निगम की सत्ता में आए अभी सौ दिन भी पूरे नहीं हुए हैं। निगम के स्कूलों में शौचालय से लेकर पीने के पानी की समस्या है, जोकि वर्षों से चली आ रही है और यह कांग्रेस शासन की विफलता है। उन्होंने कहा कि निगम के पास न धन है न साधन। इस हालत में क्यों न इच्छुक एनजीओ और संस्थाओं को स्कूलों के रखरखाव की जिम्मेदारी दे दी जाए। इसके बदले में एनजीओ स्कूल के गेट पर विभाग द्वारा निर्धारित आकार का बोर्ड लगा सकता है।

□

**PROFESSIONAL DEVELOPMENT PROGRAMME  
FOR ADULT EDUCATORS**

**NOVEMBER 05-10\*, 2007**

*(Based on two Innovative Learning Packages - PALDIN (Participatory Adult Learning Documentation and Information Networking) developed by Jawaharlal Nehru University and the e-literacy Course of the UNESCO Institute for Lifelong Learning, Hamburg)*

A six days residential workshop for the capacity building of Adult Educators specially Programme Coordinators, Project Officers, Lecturers, Readers working at State Resource Centers, *Jan Shikshan Santhans*, University Departments of Adult Education, Government and Non Governmental Organisations will be organized jointly by the International Institute of Adult and Lifelong Education, Group of Adult Education of Jawaharlal Nehru University and National Documentation Centre - Indian Adult Education Association at New Delhi during **November 05-10, 2007**.

**Background:** Several national and international organizations viz; National Literacy Mission of Government of India, University Grants Commission and the UNESCO have repeatedly highlighted the need and importance of organizing capacity building programme for the staff working in different Adult Education organizations. While the National Literacy Mission has designed a ten days training programme for the grassroot level workers (Preraks), there is no Professional Development Programme for programme coordinators/ managers who shoulder the main responsibility of organizing the programme. In the absence of such programme, their professional input is confined to the project related guidelines.

Apart from the national initiative, at international level, the UNESCO Institute for Lifelong Learning has also designed an e-literacy course comprising of four modules for the program managers which may be very useful for the Adult Educators.

**Aims and Objectives:** The broad aims of the workshop will be to introduce the two innovative courses viz; PALDIN Learning Package and the e-literacy course to the participants and orient them about the contents and get their feedback. Specific objectives of the workshop will be as follows:

1. To discuss the recent policies and developments in the field of Adult /Lifelong Learning at national and International levels;
2. To examine the role of Information and Communication technologies in Adult Continuing Education/Lifelong Learning;
3. To impart knowledge and skills related to process documentation, networking and Information Organisation and Management;
4. To explore the possibilities of translating the materials into regional languages;
5. To develop a simplified version of learning package for grassroot level workers, especially Preraks.

The workshop will be transacted through lectures by experts, discussions, review of selected modules of e-literacy course and PALDIN and group work.

**Registration & other details:** The course will be partly subsidized by the Indian Adult Education Association and partly self financed by the participants. The participation in the workshop will be limited to the **first thirty participants who send the full registration fee of Rs.3000 (Three thousand only) by demand draft made in the name of Registrar, International Institute of Adult and Lifelong Education, payable at New Delhi.**

The participation fee includes twin sharing accommodation and all the meals and conference materials. The participants will meet their travel cost.

All the participants will receive a set of two volumes of PALDIN Learning package (comprising of four hundred pages of course materials along with a CD). A certificate of participation will be given to the participants who attend the full course and comply with the course requirement by the International Institute of Adult and Lifelong Learning and the UNESCO INSTITUTE FOR LIFELONG LEARNING.

**Course Director and Faculty:** The course will be coordinated by Prof. S.Y. Shah, Hon. Director, IIALE and conducted with the help of fifteen course writers and eminent experts from national and international organizations.

**Application Procedure:** Interested persons may apply on plain paper giving the name, designation and official address (including telephone, and email) along with the Bank draft for Rs. 3000 to Dr. Madan Singh, Registrar, International Institute of Adult and Lifelong Education, 17-B, I.P.Estate, New Delhi -110002 should reach latest by 30th October, 2007.

**\*Change of dates of the programme from November 12-17, 2007 earlier published to November 05-10, 2007 may please be noted**

## Mobile library leaves trail of bookworms

A mobile library is changing the lives of children in a remote village in Uttar Pradesh. This library does not move in a van or a car. A team of 45 dedicated volunteers carry books to different areas of the block, which is about 20 kilometres from Amethi district, and the adjoining areas on bicycles or on foot.

Reeta, who is in her 20s, is a volunteer with the library. On Mondays, Thursdays and Saturdays, children see her with a bag full of books. She sets up her library under the open sky, a tree, a makeshift roof or, at times, in the home of someone kind enough to give her some space.

In an era where city children just can't seem to get enough of

television and computers and don't give reading a side glance, these resource-starved village children are growing up to love books.

Older children get library cards to take the books home. The younger ones sit with their respective librarians and read.

Reeta says that in "just two years, there has been a stark difference in these kids' approach towards books and education. They want to read and write, despite knowing at the end of the day that they have to work in the fields. They have begun to take school seriously."

The children get to read storybooks, books on science, English, history and various other

subjects. Most of the books are in Hindi but, on demand, the librarians get them a few English books.

Vidyarani, a book lover, says: "Reeta didi has been coming here for the last two years. She inculcated the reading habit in me. Before that, I didn't even know how to write my name."

Each library has 400 to 700 books but the librarian carries 100-125, which are circulated. The NGO Pratham provides the books and pays the librarians an honorarium of Rs 500 per month. Sanjay Tiwari, a Pratham volunteer in Gauriganj, says: "We also give books free now and then." □

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*red Newspe*

Indian Adult Education Association  
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## IAEA

INDIAN  
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ASSOCIATION  
NEW DELHI

## NEWSLETTER

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**International Literacy Day Celebrated**

The President of India, Smt. Pratibha Devisingh Patil while speaking on the occasion of International Literacy Day on 8<sup>th</sup> September 2007 said, " I am confident that with the continued efforts of the Sarva Shiksha Abhiyan for children and a revamped National Literacy Mission for adults, Gandhi Ji's dream of eradicating the scourge of illiteracy and our goal of creating a knowledge society, will be very much within our reach." She exhorted the people to join together to dedicate themselves to achieving this laudable goal so that future generations can look back with pride on this achievement. She emphasized that education and literacy are of immense importance to India. With this years' International Literacy Day Theme being 'Literacy is the key to good health' she said that better education particularly for women, provides greater awareness about diseases and their treatment. She added that one of the Millennium Development Goals is the achievement of universal primary education by

2015 and within the context of the goal on gender equality, the target is to eliminate gender disparity in education. The proportion of women who are not literate is very

high and that concerted action will be required if the Millennium Development Education Targets are to be reached by 2015.

contd. on pg. 5

**ANNOUNCEMENT**

The Indian Adult Education Association - in collaboration with Shri Gajanan Shikshan Sanstha's College of Engineering, Shegaon-444203, District Buldhana (Maharashtra) is organising its 56<sup>th</sup> All India Adult Education Conference from December 4<sup>th</sup> to 7<sup>th</sup>, 2007.

The theme of the Conference is "An approach to the XIth Five Year Plan in context of adult and lifelong learning opportunities".

One day session will be devoted to the issues related to women. The venue of the Conference is Shri Gajanan Shikshan Sanstha's College of Engineering, Shegaon, District Buldhana (Maharashtra). The lodging arrangements have been made in nearby guesthouses.

The Railway Board has already granted rail concession of 25% in IInd Class sleeper for non-governmental delegates attending the Conference. The forms are available on request.

The subsidized boarding and lodging charges, to be borne compulsorily by the delegates, will be Rs. 500/-. This will be in addition to the Registration Fee of Rs. 250/.

To secure accommodation and receive reading material in time, each delegate may kindly remit Rs. 750/- to the Association (not to the host organization) by November 15<sup>th</sup> 2007.

Delegates are advised to secure reservation for their return journey well in advance before proceeding to Shegaon from their starting station itself as it will be very difficult to seek rail reservation on arrival in Shegaon.

Delegates are requested to attend the Conference and send their confirmation by November 15, 2007, endorsing a copy of the letter to Dr. D. G. Wakde, Principal, Gajanan Maharaj College of Engineering, Shegaon, District Buldhana, Maharashtra.

## Backward Jharkhand forward in Muslim girl education

Jharkhand is witnessing a quiet revolution in the education of Muslim girls. Not only in the manifold increase in enrolment rates in schools across the state but also in the quality of education they are getting from them.

Most of these girls are from economically poor backgrounds. But the recent matriculation results have shown that it has not prevented them from leaving their mark on the state's education map.

Saba Firdous (15) studied in the largely unrecognized and unaided Idrisia Tanzeem Urdu High School in Hindpiri. She recently made headlines for their matriculation result, scoring 86 percent.

And not in a small measure for her economic background as well. Her father runs a paan shop. Saba is one of the dozen poor Muslim girls who scored

distinctions in their matriculation exams this year.

The co-educational Idrisia School has 1,600 students. Of them, 70 percent are girls. "The dropout rate of girl students is much less than that of the boys in our school," said a senior teacher, Nilu Azam.

Jharkhand High Court Lawyer, Faizurrahman, who is actively involved in the community's education movement, says this is due to the awareness among the girls as to what education can lead to.

The enrolments have uniformly increased across schools of different categories – government as well as minority schools and also better-known public schools.

"Many Muslim girls are even studying in Christian minority schools such as the Ursuline Convent, St. Anne's Convent and the Bethesda School.

The enrolment of Muslim girls from economically poor backgrounds in government schools has gone up by over 50 percent in the last few years," he said.

Over 10,000 Muslim girls are presently studying in different schools in Ranchi city, almost double the number five years back.

A senior member of the Committee, under which the Rayeen Girls' High School on Lake Road is run, Mohammad Muqem, said the school has registered about 30 percent increase in enrolment from class I to X.

According to the Ranchi, District Education Office (DEO), there were a total of 390 students from Class VII to X in the 2006-07 academic session.

"The enrolment has increased by about 20 percent this year," a

contd. on pg. 5

## Educational loans for Haryana girls

### No precondition of income, caste or religion for beneficiaries

The Haryana Women Development Corporation has introduced a new educational loan scheme with effect from April 1, 2007 to provide loans on easy terms to girls. This would enable them to get higher education in India or abroad, Women and Child Development Minister Kartar Devi said here on Tuesday.

She said there would be no precondition of income, caste or religion for the beneficiaries of the scheme. All girls of Haryana domicile would be eligible. At the

State level, the scheme will be implemented by the Managing Director of the Haryana Women Development Corporation and at the district level by the District Manager of the Haryana Women Development Corporation and all banks offering educational loans. The Haryana Women Development Corporation will pay interest at the rate of five per cent per year per beneficiary to the bank concerned on behalf of the student availing of the loan.

The Minister said applications for the loans can be sent to any bank offering educational loans to girls for higher education.

According to her, the students can exercise the option of repayment from the first year or at the end of the course. Repayment in case of students who opt to repay at the end of the course would start in the fifth year or after the completion of the course or degree, whichever is earlier, as per the provision of the scheme run by the bank.



## ST workers have lowest average years of schooling

Low level of education denies workers access to good jobs

Low level of education and poor access to land denies workers access to "good jobs" in the organised sector. Those with poorest access to education and land are confined mostly to casual/manual labour with socio-religious identity adding to their vulnerability, according to the National Commission for Enterprises in the Unorganised Sector.

The Commission in a report on "Conditions of Work and Promotion of Livelihoods in the Unorganised Sector," says among the workers in the unorganised sector, the Scheduled Tribes have the lowest average years of schooling at 2.8 years, followed by Muslims Other Backward Classes (OBCs) at 3.8 years, Hindu Scheduled Castes at 4.1 years and Hindu OBCs. The upper caste Hindu workers at 8.4 years, fared the best, The ST and SC people are predominantly represented in wage labour, the Muslims are overwhelmingly concentrated in self-employment.

The report has also found that women workers, especially those with lower social and educational status, faced inherent disadvantages and systematic discrimination in the labour market. Women in the unorganised sector have poor earnings and poor working conditions. About 54 per cent of the regular workers among women are domestic workers.

The other segment of disadvantaged workers dealt with

in the report are migrant, child and bonded labourers. About 8-10 per cent of the total workers are seasonal migrants, who are poor and take recourse to migration as a strategy for survival. The limited social networks of these migrants further increase their vulnerability in the labour market.

The incidence of child labour has been on the decline in the country. However, a large perspective of considering all out-of-the-school children brings out the continuing nature of child deprivation. On the issue of bonded labour, the report says that since the problem is defined by the definition of bonded labour adopted, there was no credible estimate of the magnitude of bonded labour yet available. Yet, the Commission views the problem as huge in view of the overwhelming empirical evidence arising from a number of studies and surveys.

Agricultural workers who are largely in the unorganised sector are an extremely impoverished and vulnerable group. Within this group, agricultural labourers are worse off than farmers as they are characterised by extreme poverty levels. Farmers are slightly better off than the labourers as they have some capital base in land. But marginal and small cultivators have very little resource and also have to supplement their incomes through

contd. on pg. 4

## Ministry seeks additional Rs. 80,000 crore

The Human Resource Development Ministry has demanded Rs. 80,000 crore more than what the Planning Commission intends to give it in the 11<sup>th</sup> five-year plan.

The commission, in consultation with the PMO, has selected five areas where 70 percent of the funds in the 11<sup>th</sup> Plan would be spent. One of these areas is education, whose total gross budgetary support it proposes to increase to 18.2 percent (Rs. 2,69,600 crore) from 7.8 percent in the 10<sup>th</sup> Plan. But the ministry has demanded an additional Rs. 80,000 crore.

It wants an additional Rs. 40,000 crore for its flagship Sarva Siksha Abhiyan and midday meal programmes. There is also a huge variance between the ministry demand and commission projection for secondary and adult education. Only in the area of higher education is the difference in projections slightly low at Rs. 15,000 crore.

The commission feels school education should more or less be the responsibility of the states and private participation should be increased. The ministry says the states just don't have the finances for such programmes while increased private investment will only commercialise education.

## Indira Gandhi National Open University (IGNOU) to organise Certificate Course for Professional Development of Adult Educators

Need for designing and launching of an appropriate Professional Development Programme (PDP) for the Adult Education Functionaries viz. Project Coordinators and Preraks was being felt for a long time. In this context, the Group of Adult Education (GAE), Jawaharlal Nehru University (JNU) prepared a learning package consisting of thirty units in Open Distance Learning (ODL) format. The Vice Chancellor, IGNOU, Maidan Garhi, New Delhi constituted a Committee to make recommendations on the following.

(a) Suitability of the units developed by GAE for launching as a Certificate Programme for the Project Coordinators by IGNOU.

(b) Simplification and translation in Hindi and other regional languages of the above Certificate Programme for offering as a separate Certificate Programme for Preraks by IGNOU.

A meeting of the Committee was held under the Chairmanship of Prof. O.P. Misra, Pro. Vice Chancellor, IGNOU on August 13, 2007 in the meeting room of the IGNOU. Prof S.Y. Shah of JNU presented the proposed plan of certificate course for Project Coordinators and for Preraks of Adult Education. Other members present in the committee were Dr. R.K. Bhat, Director, Directorate of Adult Education, Govt. of India, Dr. Madan Singh, General Secretary, Indian Adult Education Association, Dr. Gajendra Naidu,

Head Project Facilitation Unit, IGNOU Prof. Vijay Kumar, Director, Department of Adult Education, University of Trivendrum and Prof. Anu Aneja, Director School of Continuing Education, IGNOU.

Sh. Vijay Kumar suggested that the learning package should be translated into Hindi and other regional languages for its use in different parts of the country. It was also suggested that educational qualification in case of Preraks may be relaxed from Master Degree to Bachelor's Degree. These suggestions were accepted.

The learning package developed for the Certificate Course will be field tested before using it for the certificate course. It was decided in principle to organise (1) A Certificate Programme for Project Coordinators and (2) A Certificate Programme for Preraks of Adult Education by IGNOU. Further announcement in this regard will be made by IGNOU after the formal approval of the Vice Chancellor of that University. □

contn. from pg. 3

wage labour. Their income levels are below their consumption level which leads to high indebtedness among them.

The problems of farmers are compounded by the slow down in the agriculture sector. Farmer needs credit to meet both consumption needs as well as for production purposes. Increased

## 12.5 pc service tax on pvt educational institutions proposed

The empowered committee of states set up by the Union Government to deal with various financial issues has proposed to levy 12.5 per cent service tax on private educational institutions in the country.

Recently, the Union Government had released a list of 42 services authorising the state government to levy services tax on the same.

Sources said there was consensus in the empowered committee headed by Asim Dasgupta, finance minister of West Bengal.

Private players are entering the education business in a big way. Several professional colleges such as medical, dental, ayurvedic, engineering, B.Ed, nursing and other colleges have been set up by private managements.

Even universities and business schools have come up in the private sector. Managements of such institutions are making huge sums of money.

The Union Government is already collecting service tax from various academies and coaching centres engaged in preparing students for competitive examinations such as CET, PMET and AIEET etc in union territories.

indebtedness is noted as a reason for a spurt in farmers' suicides during recent times across a number of States in the report. □

contn. from pg. 1

The Union Human Resource Development Minister, Shri Arjun Singh in his presidential address remembered how the Late Prime Minister of India Shri Rajiv Gandhi put literacy in the center of the growth of the country by setting up the National Literacy Mission in 1988 as one of the five missions for taking up growth of literacy in a mission mode. The aim was to create literate human resource to achieve progress in all walks of life. He added that mass awakening and lifelong learning are the important areas of the adult literacy programmes in the country. He exhorted the people of the country to commit themselves, on this International Literacy Day, to achieve the global goal of eradication of illiteracy. He added that literacy and lifelong learning must take on the character of a mass movement which could generate excitement, enthuse people, raise people's aspirations and make the literacy programme community-owned.

Union Minister of State for Human Resource Development, M.A.A. Fatmi highlighted the achievement in the field of literacy particularly in case of women, SC and ST during the decade 1991-2001 as revealed by the 2001 census. He said that according to Global Monitoring Report 2006, there were still 261 million adult illiterates in India who formed 34 percent of the World illiterates. He emphasized the role of literacy in improving the health and livelihood of the people by forging proper linkages between literacy and other development programmes.

He said that Jan Sikshan Sansthan in the country are providing Vocational skills for better livelihood. Population and Development programmes integrated with literacy provide health related material and create awareness about health related issues and that literacy now leads to good health. Earlier Shri Champak Chatterjee, Secretary Department of School Education and Literacy, Govt. of India delivered his welcome address. He highlighted the achievements of the National Literacy Mission and informed that the Continuing Education Programme was functioning in 328 districts of the country. He also informed of the commendable efforts made by some of the districts in the field of literacy Post literacy and Continuing Education and by some of the Jan Sikshan Sansthan and State Resource Centres in providing support to literacy programme.

The Hon'ble President of India gave away Satyen Maitra Memorial Literacy awards to 'Dantewada district' of Chhatisgarh for achievement in Total Literacy Campaign, 'Lohardaga district' of Jharkhand for achievement in Post Literacy Programme and to 'Chittorgarh' of Rajasthan, 'Kasaragod' of Kerala and 'Uttara Kannada' of Karnataka for achievement in Continuing Education Programme. State Resource Centre (Deepayatan) Patna and Jan Sikshan Sansthan of Chandigarh and Nasik received Unesco-NLM awards for their excellent performance. Special awards for Volunteer Teachers/

Preraks/Assistant Preraks of the awards winning districts were also given by the President of India. Five awards were given under National Photo Competition out of more than Three hundred entries. Special publications on literacy were presented to the President of India and a documentary film on literacy was screened on this occasion. Colourful Cultural Programmes were presented by groups from Chhatisgarh, Himachal Pradesh, Assam, Gujarat, Karnataka, Madhya Pradesh and Haryana. The programme ended with a vote of thanks by Smt. Vandana K. Jena, Joint Secretary (Adult Education) & DG (NLM). □

contn. from pg. 2

Rayeen Committee member claimed.

There are at present, roughly 1000 students enrolled in schools across the city. The Rayeen is one of the two, fully government-aided Muslim girl's high schools in Ranchi.

The other such school is the Ismailiya Momin Girl's High School in Doranda.

There were 364 students studying in the Ismailiya in the session 2006-07, according to a DEO figure.

The Iraqia Girl's High School (un-aided) off the busy Church Road, with a strength of some 500 students, right from the primary to the secondary level, has been registering 100 percent matriculation results, with over 95 percent in the first division, a member of the school's Managing Committee said. □

## नवसाक्षरों के लिए राष्ट्रीय लेखन कार्यशाला का आयोजन

भारतीय प्रौढ़ शिक्षा संघ, नई दिल्ली द्वारा नवसाक्षरों के लिए लेखन सामग्री तैयार कराने के लिए लेखकों की एक दो दिवसीय राष्ट्रीय लेखन कार्यशाला का आयोजन किया गया।

प्रतिभागियों के पंजीकरण के बाद उद्घाटन सत्र श्री के.सी. चौधरी की अध्यक्षता में प्रारम्भ हुआ। उद्घाटन सत्र के अध्यक्ष डा. आर.के. भट्ट, निदेशक प्रौढ़ शिक्षा निदेशालय, विलम्ब से पहुंचने की सूचना दे चुके थे। सत्र का संचालन डा. एच.एल. बाछोटिया ने किया। सबसे पहले दीप प्रज्वलन मुख्य अतिथि डा. अशोक वाजपेयी, श्री के.सी. चौधरी, श्री एच.एल. बाछोटिया ने किया। श्री के.सी. चौधरी, अध्यक्ष, भारतीय प्रौढ़ शिक्षा संघ, ने मुख्य अतिथि एवं प्रतिभागियों का स्वागत किया। कार्यशाला के विषय प्रतिपादन की प्रस्तुति डा. जे.पी. तरंग ने की। इसमें कार्यशाला के उद्देश्य और प्रस्तुति को प्रौढ़ शिक्षा की दृष्टि से पाठक जागरूकता सदेश से सवारने की बात कही गई थी। हिन्दी राज्यों के नवसाक्षरों के लिए शिक्षण सामग्री में नवसाक्षरों के जीवन, उनके जीवन में होने वाले परिवर्तन, मिल-जुल कर सहमति से कार्य योजना बनाने और क्रियान्वयन की जरूरत पर बल दिया गया। संक्षेप में नवसाक्षर की पहचान और लोक से जुड़ी हुई समस्याओं पर भी प्रकाश डाला गया, ताकि शिक्षा सामग्री निर्माण से पहले मार्ग दर्शक पाठ्य विवरण तैयार किया जा सके। मुख्य अतिथि डा. अशोक वाजपेयी ने अपने उद्घाटन भाषण में प्रौढ़ असाक्षरों को अनुभव सम्पन्न, शिक्षित और उपयोगी नागरिक बताया। उन्होंने हिन्दी की बोलियों

से सजे संवरे लोक को ध्यान में रखकर इन नवसाक्षरों को जागरूक बनाने, मिल-जुल कर परिवर्तन करने के लिए अनुकूल वातावरण बनाने की बात की। उन्होंने सर्वधर्म समभाव, भाईचारा, प्रश्नकर्ता की हैसियत से राज-काज में हस्तक्षेप आदि बातों को शिक्षण सामग्री में उठाए जाने की बात कही। उद्घाटन सत्र की एक विशेषता यह भी रही कि कुछ बिन्दुओं पर प्रतिभागियों के हस्तक्षेप को भी डा. वाजपेयी ने स्वीकार किया। अपने अध्यक्षीय भाषण में डा. आर.के. भट्ट ने भारतीय प्रौढ़ शिक्षा संघ का आभार व्यक्त किया। डा. वाजपेयी की इस बात के लिए सराहना की कि वो नहीं चाहते कि यह शिक्षण सामग्री राजभाषा सदेश की तरह निर्मित की जाए। प्रौढ़ निदेशालय नियमों से बंधे हैं। हमें उतनी स्वतंत्रता नहीं है जितनी प्रौढ़ शिक्षा संघ को है। श्री विश्वनाथ सिंह ने मुख्य अतिथि, अध्यक्ष तथा प्रतिभागियों का आभार व्यक्त किया। पहले सत्र में नवसाक्षरों के लिए सरल, बोधगम्य और रोचक पठन-सामग्री की विविध प्रस्तुति के मार्ग दर्शक पाठ्य विवरण पर विचार-विमर्श हुआ। डा. तरंग ने सर्वप्रथम अपना पेपर पढ़ा, जिसमें भाषा की सरलता, विषय की बोधगम्यता और शिक्षण सामग्री की रोचकता पर प्रकाश डाला। मार्गदर्शक पाठ्य विवरण के लिए विषय, उद्देश्य, विषय-वस्तु की प्रस्तुति, चित्रों, और उनके प्रभाव पर विचार रखे। प्रतिभागियों ने पाठ्य-विवरण पर खुलकर बहस की, जिसमें डा. हीरालाल बाछोटिया, श्री विश्वनाथ सिंह, श्री गोपाल प्रसाद मुद्गल, डा. विद्या बिन्दु सिंह, श्री वीरेन्द्र

मुलासी, श्रीमती विमला लाल, श्री ललित मंडोरा आदि ने विचार-विमर्श में उपयोगी भागीदारी की। डा. एच.एल. बाछोटिया ने सत्र समाप्ति पर विचार-विमर्श के स्तर की सराहना करते हुए डा. तरंग और प्रतिभागियों को हार्दिक धन्यवाद ज्ञापित किया।

मध्याह्न भोजन के उपरांत दूसरा सत्र डा. विद्या बिन्दु सिंह की अध्यक्षता में सम्पन्न हुआ। इस सत्र का संचालन श्री वी.एन. सिंह ने किया। पाण्डुलिपि के लेखन संबंधी अनिवार्यताएं, लोक अभिव्यक्ति, विद्या तथा शैली पर विस्तार से विचार-विमर्श हुआ। डा. सिंह ने अपने प्रारंभिक वक्तव्य में अपने अनुभव के आधार पर लोक अभिव्यक्ति की विधियों और प्रस्तुतियों की व्याख्या की। हमारा असाक्षर प्रौढ़ लोक अभिव्यक्तियों से वाकिफ है। लोक-गीत, लोक-कथा और चम्पू किस्म के गाथा-गायकी के उपयोगी विषय हो सकते हैं। उन्होंने स्वीकार किया कि हिन्दी समाज लयात्मक गद्य और पद्यात्मक भाषा का प्रयोगकर्ता है। प्रतिभागियों ने भी इस विमर्श में सक्रिय हिस्सा लिया। श्री वी.एन. सिंह ने लोक अभिव्यक्ति के कई उदाहरण प्रस्तुत किए। अंत में डा. बाछोटिया ने मार्गदर्शक पाठ्य-बिन्दुओं को दुहराकर सबसे आग्रह किया कि वे उन पर विचार कर कल पूर्वाह्न सत्र में पाठ्य-विवरण तैयार कर लें। इसी बीच उन इक्कीस लेखक-लेखिकाओं ने दो-दो विषयों पर बयालीस पुस्तकों का ब्यौरा श्री बी. संजय, संपादक, भारतीय प्रौढ़ शिक्षा संघ को नोट कराया। अंत में श्री प्रेमचंद, सलाहकार भारतीय प्रौढ़ शिक्षा

शेष अगले पृष्ठ पर

## यूपी के १.८७ करोड़ बच्चों को मुफ्त में मिलेंगी पाठ्य पुस्तकें

केंद्र भले ही छह से चौदह साल तक के सभी बच्चों को स्कूल मुहैया कराने के लिए सर्वशिक्षा अभियान चला रहा हो, लेकिन राज्यों से अभी अपेक्षित नतीजे नहीं मिल पा रहे हैं। देश के सबसे बड़े राज्य उत्तर प्रदेश में तो लगभग ११ प्रतिशत बच्चे प्राइमरी स्तर और लगभग ८.५ प्रतिशत बच्चे अपर प्राइमरी स्तर तक पहुंचते-पहुंचते पढ़ाई छोड़ देते हैं। लिहाजा केंद्र ने इस साल १.८७ करोड़ बच्चों को मुफ्त में पाठ्य पुस्तकें उपलब्ध कराने की योजना को मंजूरी दी है।

सूत्रों के मुताबिक बुनियादी शिक्षा के मामले में जैसे तो राज्य सरकार ने बीते वर्षों में बेहतर काम किए हैं, लेकिन बीच में पढ़ाई छोड़ने वाले बच्चों की दर (ड्रॉप आउट रेट) को ठीक करना

बहुत जरूरी है। यही वजह है कि केंद्र ने सर्वशिक्षा अभियान के तहत राज्य के प्रस्ताव को खास तवज्जो दी है। इसी क्रम में चालू वित्तीय वर्ष में शैक्षिक रूप से पिछड़े ब्लाकों के १.८७ करोड़ बच्चों को मुफ्त में पाठ्य पुस्तकें मुहैया कराने के प्रस्ताव को मंजूरी दी गई है। जबकि लड़कियों की शिक्षा को बढ़ावा देने के लिए ७२८७ क्लस्टर्स (समूहों) को भी केंद्र ने हरी झंडी दी है।

सर्वशिक्षा अभियान के तहत राज्य में इस साल १८ हजार शिक्षकों की भर्ती की जाएगी, जबकि पहले से नियुक्त तीन लाख से अधिक शिक्षकों को प्रशिक्षण दिए जाने की योजना है। गौरतलब है कि राज्य में अभी एक शिक्षक पर औसतन ५५ छात्रों को पढ़ाने का बोझ है।

## कहां कितनी महिलाएं पढ़ी-लिखी : हिमाचल प्रदेश

जिला	तहसील/ सब तहसील	साक्षरता दर
चंबा	चुराहा	32.1 फीसदी
कांगड़ा	मुलतान	39.4 फीसदी
चंबा	बाहली	41.0 फीसदी
चंबा	सलूनी	42.7 फीसदी
शिमला	खेड़ा-क्वार	43.9 फीसदी
चंबा	पांगी	44.2 फीसदी
सिरमौर	शिलाई	44.3 फीसदी
सिरमौर	रेणुक्ता	45.9 फीसदी
शिमला	चेता	46.8 फीसदी
सिरमौर	कमरु	46.9 फीसदी
शिमला	चिड़गांव	47.2 फीसदी

साक्षरता दर में हिमाचल प्रदेश तीसरे स्थान पर है। हिमाचल से आगे केरल और महाराष्ट्र हैं। फिर भी महिला दर बहुत से स्थानों पर कम है जैसा कि ऊपर दिखाया गया है। चंबा की चुराहा तहसील में साक्षरता की दर सबसे कम 32.1 प्रतिशत है। प्रदेश में 47 प्रतिशत जनजातीय महिलाएं अनपढ़ हैं।

पिछले पृष्ठ से

संघ ने सभी का आभार व्यक्त किया। काव्य गोष्ठी श्री के.सी. चौधरी जी की अध्यक्षता में सम्पन्न हुई। संचालन डा. तरंग ने किया। उन्होंने अध्यक्ष महोदय को यह सूचना भी दी कि कार्यशाला की अब तक की उपलब्धि बयालीस पुस्तकों के प्रस्ताव हैं। गोष्ठी का शुभारंभ व्यवृद्ध कवि गोपाल प्रसाद मुद्गल की कविता "मैं यौवन हूँ" से हुआ। इसके बाद डा. अश्वघोष, श्रीमती मधु दीक्षित, ज्योति पुंज, उपेन्द्र अणु, सतीश आचार्य, डा. उषा राय, डा. हीरालाल बाछोटिया, डा. ललित मंडोरा, डा. जयपाल तरंग और डा. वी.एन. सिंह ने कविता पाठ किया।

अपने अध्यक्षीय भाषण में श्री के.सी. चौधरी ने कहा कि हम सबने आज कवि सम्मेलन का आनन्द लिया। हम छोटे कस्बे में रहते हैं जहां ऐसे आयोजन कभी-कभार होते हैं। उन्होंने कविताओं की प्रशंसा करते हुए प्रसन्नतापूर्वक डा. जयपाल तरंग, डा. बाछोटिया और श्री विश्वनाथ सिंह को पुष्प गुच्छों से सम्मानित किया। अंत में श्री प्रेमचंद ने सभी का आभार व्यक्त किया। तीसरे सत्र में प्रतिभागियों ने पाठ्य विवरण पर व्यक्तिगत स्तर पर लेखन कार्य किया। प्रारंभिक विचार-विमर्श संदर्भ में तय पाया कि प्रत्येक प्रतिभागी अपना विषय, उसकी समस्या, समाधान के विषय में अपनाई

विधियों आदि का उल्लेख कर दें। सभी प्रतिभागी अपने कार्य में व्यस्त रहे।

चौथे सत्र में प्रत्येक प्रतिभागी ने अपना विषय, समस्या और समाधान का उल्लेख किया और अपना प्रारूप प्रपत्र श्री बी. संजय, सम्पादक, भारतीय प्रौढ़ शिक्षा संघ को दिया। प्रत्येक प्रस्तुति के बाद सुझाव भी दिए गए, जिसके लिए लेखक स्वतंत्र थे कि वे उन्हें स्वीकारें या न स्वीकारें। इस प्रकार इक्कीस प्रतिभागियों से उनके प्रारूप प्राप्त हो गए। इस कार्यशाला की सफलता में सबसे बड़ा योगदान प्रतिभागियों की सक्रिय सहभागिता और उत्साह रहा।



## Govt to universalise secondary education: Manmohan

Laying stress on education in his Independence Day speech, Prime Minister Manmohan Singh said the government was finalising an extensive programme for universalising secondary education and was ready to launch a vocational education mission.

He said the government would ensure that adequate number of colleges were set up across the country, especially in districts where enrolment level was low.

"We will help states set up colleges in 370 such districts," he said.

Pointing out that the university system has been neglected in recent years, he said 30 new central universities would be set up.

"Every state that does not have a central university will now have one," he said.

"We will soon open 1,600 new industrial training institutes (ITIs) and polytechnics, 10,000 vocational schools and 50,000 skill development centres. We will ensure that annually over 100 lakh students get vocational training - which is a four-fold increase from today's level," he said, adding that the government would seek active help of the private sector in this initiative so that they not only assist in the training but also lend a hand in providing employment opportunities.

Assuring of more scholarships for the needy, the Prime Minister said he wished to see a major revolution in the field of modern education in the next few years.

Urging the states also to give priority to education, he said the UPA government had tripled public

spending on education in the past three years.

With concerns over lack of quality education in rural areas, Manmohan Singh said that the government had decided to invest in setting up good quality schools across the country. The government, he said, would support 6,000 new high quality schools, one in every block of the country. Each such school would set standards of excellence for other schools in the area.

He said to promote science and professional education, the government would set up five new Indian Institutes of Science Education and Research, eight Indian Institutes of Technology, seven Indian Institutes of Management and 20 Indian Institutes of Information Technology.



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## Education will get top billing in the 11th Five-Year Plan, says Chauhan

The Emphasis on education in the 11th five-year Plan would be like never seen before, said Minister of State in the Prime Minister's Office Prithvi Raj Chauhan at a seminar to celebrate the golden jubilee of BITS Alumni Association, Delhi chapter.

Inaugurating the seminar, Chauhan said the government was planning to allocate Rs 2,50,000 crore for education, a four-fold increase as compared to the current expenditure. "There would be a massive expansion on primary education and the universalisation of the secondary education. The gross enrollment rate will be 11-15 per cent by 2012, which is likely to reach 21 per cent by 2020," he said.

The minister said a plan has been unveiled to open 30 Central Universities and 370 colleges with central assistance. Chauhan also emphasised on the accreditation system for institutions of higher education while appreciating BITS

system of maintaining high standards of education. Pune University Vice Chancellor, Dr.Narendra Jadhav was of the view that the government should focus on the three important factors pertaining to education: access, equity and quality.

"Universities need to update their curriculum in the light of the changing needs of society and the teachers need to be trained accordingly," Dr. Jadhav said. The energy of the youth has to be channelised in constructive, integrated rural development and the universities should enable its students in accomplishing this goal, he further added.

During another session in the seminar on "Applied Research" issues related to university industry linkages and other collaborative ventures between industry and academia were discussed. Some eminent persons who were part of the seminar included Prof.L.K.

## Dr. V. Mohankumar Joins as Director, IAEA



Dr. V. Mohankumar, Former Additional Director, Directorate of Adult Education, Government of India has joined as Director, Indian Adult Education Association, New Delhi w.e.f. 26<sup>th</sup> September 2007.

Maheshwari, Vice Chancellor, BITS, Pilani; S.M. Agarwal and Hemant Kumar, advisors to Dr.K.K. Birla, Chancellor, BITS, Pilani, S.K. Roongta, Chairman, SAIL and Dr. Damodar Acharya, Director, IIT Kharagpur. □

*First then fear God: for His fear is wisdom and being wise, thou canst not err.*

*Miguel Cervantes*

## Gender gap in literacy rate unacceptably high Calls for priority attention to women's education

President Pratibha Devisingh Patil on Saturday said priority attention should be given to women's literacy and education. For, the male-female gap in literacy rate continued to be "unacceptably high." The divide was sharper in rural areas, she said in her address at the International Literacy Day function.

In a reference to the Millennium Development Goals (MDGs) Ms. Patil said India continued to be home to the world's largest number of illiterates. "This is a matter of great concern." India accounted for 20 per cent of the world's out-of-school children and 35 per cent of adult illiterates. "When such a large number of the population remains outside the pale of literacy and education, it makes the task of development more complex and daunting." Pointing out that there were just eight more years for realising the MDGs, the President said India should take stock of the literacy rates as it entered the 11th Five-Year Plan period. It had made tremendous progress in literacy since 1947 when the literacy rate was 18.33 per cent. "But there are still millions in our country without basic literacy skills."

With this year's International Literacy Day theme being 'literacy is the key to good health,' Ms. Patil dwelt on it to stress the need for paying more attention to educating women. "Better education, particularly for women, provides greater awareness of diseases and their treatment."

### Mass movement

Union Human Resource Development Minister Arjun Singh said literacy and life-long learning must take on the character of a mass movement which could generate excitement, enthuse people, raise people's aspirations, and make the literacy programme community-owned.

### Awards presented

The President presented the Satyen Maitra Literacy Awards to Dantewada in Chhattisgarh for its total literacy campaign and Lohardagga in Jharkhand for its post-literacy campaign. The Satyen Maitra Awards were given to Chittorgarh in Rajasthan, Kasaragod in Kerala and Uttara Kannada in Karnataka for their continuing education programme.

The UNESCO-National Literacy Mission (NLM) awards for the best Jan Shikshan Sansthan were presented to Nashik and Chandigarh. The UNESCO-NLM award for the best State resource centre went to Deepayatan in Bihar.

## President, General Secretary and Consultant Visit Jammu & Kashmir

Shri K.C. Choudhary, President, Dr. Madan Singh, General Secretary and Shri Prem Chand, Consultant, IAEA visited Anantnag and Srinagar of Jammu & Kashmir State. At Anantnag discussion was held with District Development Commissioner (DDC) and President Zila Saksharta Samiti (ZSS) Mr. Ghulam Ahmad Peer, Addl. DDC and Secretary ZSS Shri Jai Pal Singh, District Coordinator ZSS Mr. Mohamad Youqoob and other functionaries of ZSS. Formal Agreement to conduct the External Evaluation Study of Total Literacy Campaign of Anantnag was signed between IAEA and ZSS Anantnag. At Srinagar, a meeting was held with Prof. B.A. Wafaie, Director, State Resource Centre, Srinagar and discussed the adult education scenario in Jammu & Kashmir.

## 56TH All India Adult Education Conference

The Indian Adult Education Association - in collaboration with Shri Gajanan Shikshan Sanstha's College of Engineering, Shegaon-444203, District Buldhana (Maharashtra) is organising its 56th All India Adult Education Conference from December 4th to 7th, 2007.

The theme of the Conference is "An approach to the Eleventh Five Year Plan in context of adult and lifelong learning" opportunities.

One day session will be devoted to the issues related to women. The venue of the Conference is Shri Gajanan Shikshan Sansthan's College of Engineering, Shegaon, District Buldhana (Maharashtra). The lodging arrangements have been made in nearby guesthouses.

Shri S.M. Krishna, Governor of Maharashtra has kindly consented to inaugurate the conference. About 250 delegates from different parts of the country will participate.

**DR. MADAN SINGH**  
General Secretary

# Higher education has expanded manifold

for East Delhi schools

The two-day vice-chancellor's conference of central, state and deemed universities for the Northern region opened at Jamia Millia Islamia University. The inaugural speech was read out by Prof Thorat, chairman UGC, while Jamia Millia Islamia University vice-chancellor Mushirul Hassan was in the chair.

Thorat said, "Higher education in India has expanded manifold during the past six decades. The number of universities in the country has increased from 20 in 1947 to 378 whereas colleges which were only 500 at the time of independence have gone up to 18,064. This increased institutional capacity has improved access to higher education and the enrolment ratio has increased from less than 1% in 1950 to about

10% in 2007. However, this is simply not enough when you compare it with the developed world".

In a discussion on "Expansion of higher education" at the conference, Prof Prabhat Patnaik from JNU and the UGC resource person at the discussion mentioned that, "currently there is a paradigm shift in higher education. All previous reports of Kothari and Ramakrishna focused on building a nation. Now, we have to cater to the expanding job markets. If public education fails, private parties will take over. This is because of a boost in our economy. We have many private universities coming up".

Patnaik referred to the increase in gross enrolment ratio saying that, "increase is an

excellent idea and is part of a larger social objective. This means there should be an opportunity for everybody who has the potential and skills. Those who are not accepted at one point of time should be accepted at another point of time. This is the key democratic idea".

Patnaik added, "The policy of islands of excellence is not a good policy as it introduces dualism. The base of the higher education system needs to be widened."

He said, "The best talent is not coming to the academic sphere. A correct re-assessment needs to be done for teacher salaries and an increase is very important. The knowledge commission proposes differentialism which is not a good idea."

## Commission for enforcing right to education

The National Commission for Protection of Child Rights has asked the Government to implement the right to education to help in child labour abolition.

"We have given the Planning Commission a proposal detailing strategies for abolishing child labour in the 11th Plan, based on our meetings with various governments and non-governmental organisations," Commission chairperson Shantha Sinha told reporters.

The chairperson said the commission was planning to get in touch with corporate houses to impress upon them the need to eliminate child labour in their

supply chain. The issue would be taken up with the national and multinational companies.

Even banks have been approached and asked to put it a condition before approving loans that no child labour was employed by them.

The need was to have a voice in favour of children and make children's rights, including that of free and compulsory education, a priority.

Once the right to education is enforced, laws relating to child labour would have to be firmed up, Ms. Sinha said.

Describing the middle-class as the largest employer of child

a budgeted cost of Rs 36,000

"You cannot serve backward

classes without serving them general education, she said. The Commission also said that the Government should be more aware of the rights of children and create awareness that children too have rights that need to be protected.

Children also need to be trained to protect themselves from physical and sexual abuse by adopting any suitable approach whether sex education or any other form.

The Commission was working on formulating a protocol to ensure that children were not denied their rights in disturbed situations such as violence, terrorism and natural calamities.

## Admission quota futile unless OBCs avail of primary education, says SC

The Supreme Court struck at the root of Centre's reservation policy to accommodate backward classes in institutions of higher learning by holding that no reservation would be meaningful unless the goal of elementary education is met for the most backward of the country.

Taking a cue from Centre's avowed goal of universal elementary education under the Sarva Shiksha Abhiyan (SSA) that receives an annual fund of Rs 11,000 crore, a Constitution Bench headed by Chief Justice of India KG Balakrishnan sounded critical of the Government's grand plans to launch 27 per cent quota for OBCs in IITs, IIMs and AIIMS by increasing the seat intake across central educational institutions at a budgeted cost of Rs 36,000 crore.

"You cannot serve backward classes without serving them elementary education," said the Bench comprising Justice Arijit Pasayat, Justice CK Thakker, Justice RV Raveendran, Justice Dalveer Bhandari, besides the CJI.

Since education forms a facet of the Right to Life and Liberty under Article 21A, the Bench said, "Your effort till higher education will require lesser effort if you bring elementary education up to a level." Justice Raveendran supplemented the observation by stating, "If these funds (meant for increasing seats in IIMs, IITs, AIIMS) are used for achieving

universal elementary education it will better serve the cause of social and economic backwardness."

Dubbing the social measure of the Government as "misplaced priority", Justice Pasayat said, "You (the Centre) have to first make a foundation by giving education to socially and educationally backward." The Bench compared it using an illustration stating that the Government intends to build the second floor without constructing the ground floor.

Solicitor General GE Vahanvati, who withstood the volley of questions, however, suggested that the Government was constitutionally bound to provide both for elementary education under Article 21A and advancement of social and educational backward classes under Article 15(4).

Chief Justice of India KG Balakrishnan, presiding the Bench, drew the Government's attention back to the fallacies of its much-touted universal education programme. "No doubt there is a sincere effort on your part but the real problem is that there is no implementation at State level with funds being in shortage."

Arriving at a middle path, the Bench told Vahanvati. "the attempt must be to balance both elementary and higher education. Neither elementary nor higher education can be ignored." □

## Rs. 150-crore package for East Delhi schools

The Delhi Government would spend Rs.150 crore on upgrading and constructing 200 schools in East Delhi, Chief Minister Sheila Dikshit announced while inaugurating a new school building at Ghazipur.

Stating that government schools in Delhi had been striving hard to acquire excellence in imparting purposeful education to children, Ms. Dikshit said the aim is to make the children more responsible citizens of the country. Ms. Dikshit even claimed that the performance of government schools was much better today than a number of well-established and famous public schools.

contd. on pg. 6

### OBITUARY



Indian Adult Education Association deeply mourns the untimely death of Dr. L.M. Singhvi, an eminent jurist, parliamentarian, diplomat and litterateur on Sunday, October 6, 2007.

Dr. Singhvi was a former Rajya Sabha Member and an Indian High Commissioner in U.K. He was awarded Padam Vibhushan in 1998. He also took keen interest in the field of education and was a life-member of Indian Adult Education Association.

*Be wiser than other people if you can, but do not tell them so.*

*Earl of Chesterfield*

## PROFESSIONAL DEVELOPMENT PROGRAMME FOR ADULT EDUCATORS

DECEMBER 10-14, 2007

*(Based on two Innovative Learning Packages - PALDIN (Participatory Adult Learning Documentation and Information Networking) developed by Jawaharlal Nehru University and the e-literacy Course of the UNESCO Institute for Lifelong Learning, Hamburg)*

A six days residential workshop for the capacity building of Adult Educators specially Programme Coordinators, Project Officers, Lecturers, Readers working at State Resource Centers, *Jan Shikshan Santhans*, University Departments of Adult Education, Government and Non Governmental Organisations will be organized jointly by the International Institute of Adult and Lifelong Education, Group of Adult Education of Jawaharlal Nehru University and National Documentation Centre - Indian Adult Education Association at New Delhi during December 10-14, 2007.

**Background:** Several national and international organizations viz; National Literacy Mission of Government of India, University Grants Commission and the UNESCO have repeatedly highlighted the need and importance of organizing capacity building programme for the staff working in different Adult Education organizations. While the National Literacy Mission has designed a ten days training programme for the grassroot level workers (Preraks), there is no Professional Development Programme for programme coordinators/ managers who shoulder the main responsibility of organizing the programme. In the absence of such programme, their professional input is confined to the project related guidelines.

Apart from the national initiative, at international level, the UNESCO Institute for Lifelong Learning has also designed an e-literacy course comprising of four modules for the program managers which may be very useful for the Adult Educators.

**Aims and Objectives:** The broad aims of the workshop will be to introduce the two innovative courses viz; PALDIN Learning Package and the e-literacy course to the participants and orient them about the contents and get their feedback. Specific objectives of the workshop will be as follows:

1. To discuss the recent policies and developments in the field of Adult /Lifelong Learning at national and International levels;
2. To examine the role of Information and Communication technologies in Adult Continuing Education/Lifelong Learning;
3. To impart knowledge and skills related to process documentation, networking and Information Organisation and Management;
4. To explore the possibilities of translating the materials into regional languages;
5. To develop a simplified version of learning package for grassroot level workers, especially Preraks.

The workshop will be transacted through lectures by experts, discussions, review of selected modules of e-literacy course and PALDIN and group work.

**Registration & other details:** The course will be partly subsidized by the Indian Adult Education Association and partly self financed by the participants. The participation in the workshop will be limited to the **first thirty participants who send the full registration fee of Rs.3000 (Three thousand only) by demand draft made in the name of Registrar, International Institute of Adult and Lifelong Education, payable at New Delhi.**

The participation fee includes twin sharing accommodation and all the meals and conference materials. The participants will meet their travel cost. The venue of the workshop is Gandhi Peace Foundation, Deen Dayal Upadhyay Marg, Near ITO, New Delhi - 110002.

All the participants will receive a set of two volumes of PALDIN Learning package (comprising of four hundred pages of course materials along with a CD). A certificate of participation will be given to the participants who attend the full course and comply with the course requirement by the International Institute of Adult and lifelong Learning and the UNESCO INSTITUTE FOR LIFELONG LEARNING.

**Course Director and Faculty:** The course will be coordinated by Prof. S.Y. Shah, Hon. Director, IIALE and conducted with the help of fifteen course writers and eminent experts from national and international organizations.

**Application Procedure:** Interested persons may apply on plain paper giving the name, designation and official address (including telephone and email) and through fax remit a separate Demand draft for Rs. 3000 in favour of Registrar, International Institute of Adult and Lifelong Education, 17-B, I.P.Estate, New Delhi -110002.

## दिल्ली में स्लम के बच्चों को स्कूल पहुंचाने की कोशिश

चाहे सरकारी स्कूल पास ही मौजूद हों तो भी अक्सर स्लम बस्तियों और पुनर्वास कालोनियों में ऐसे कई स्कूल जाने की उम्र के बच्चे होते हैं, जो स्कूल नहीं जा पाते हैं। इसकी वजह यह होती है कि बच्चों पर घर परिवार के काम की कई जिम्मेदारियां होती हैं। स्कूल में एडमिशन से कहीं अधिक उम्र हो जाने के बाद बच्चे वैसे भी स्कूल जाने में झिझकते हैं। स्कूल में दाखिले के लिए कुछ औपचारिकताएं पूरी करने में भी गरीब और अशिक्षित परिवार कठिनाई महसूस करते हैं।

यदि मेहनत और निष्ठा से प्रयास किया जाए तो इन सब कठिनाईयों को दूर किया जा सकता है और शिक्षा से वंचित बच्चों को स्कूल पहुंचाया जा सकता है। यह सबक है 'निर्माण मजदूर पंचायत संगम' के हाल के प्रयास का,

जिसके अंतर्गत शिक्षा से वंचित १९५७ बच्चों को पहले संस्था के स्कूल में आरंभिक शिक्षा दी गई। फिर जरूरी तैयारियां करवाकर इनमें से १०५५ बच्चों को सरकारी स्कूलों में एडमिशन भी करवा दिया गया। यह उपलब्धि २९ महीनों के संघन प्रयास के दौरान की गई। इनमें से कई छात्र अब सरकारी स्कूल में अपनी अच्छी उपलब्धि की पहचान बना चुके हैं।

यह प्रयास टीकरी खुर्द, नरेला, हैदरपुर व बवाना की पुनर्वास या स्लम बस्तियों में किया गया। इन बस्तियों में निर्माण मजदूर, रिक्शा चालक, उद्योगों में काम करने वाले मजदूर, घरेलूकर्मि आदि बड़ी संख्या में रहते हैं। कई परिवारों में बच्चों के माता-पिता दोनों ही सुबह

रोजी-रोटी के लिए चले जाते हैं। कम उम्र में ही बच्चों पर कई जिम्मेदारियां आ जाती हैं और वे इन कठिन परिस्थितियों में शिक्षा से वंचित रह जाते हैं। 'निर्माण मजदूर पंचायत संगम' से जुड़े शिक्षाकर्मियों ने इन बस्तियों में धूमकार और अभिभावकों से संपर्क कर ऐसे कई बच्चों को अपने शिक्षा केंद्रों में आने के लिए प्रेरित किया। ये शिक्षा केंद्र दिन में ९ से १२:३० तक और फिर दोपहर बाद २ से ५ बजे तक दो शिफ्टों में चलते हैं। पहली शिफ्ट में वे बच्चे आते हैं जिन्हें सरकारी स्कूल में जाने के लिए तैयार करना है। दूसरी शिफ्ट में वे बच्चे आते हैं जो इस प्रयास के फलस्वरूप सरकारी स्कूल में प्रवेश पा चुके हैं पर अपनी तैयारी को बेहतर करने के लिए वे सरकारी स्कूल से लौटने के बाद संस्था के स्कूल में भी आते हैं।

ऐसे कई शिक्षा केंद्रों को देखने पर पता चला कि कई कठिनाईयों के बावजूद बच्चों को मेहनत और निष्ठा से पढ़ाया जा रहा है। बच्चों और उनकी द्रिदी अथवा अध्यापिका में स्नेह का संबंध स्पष्ट नजर आ रहा था। कई शिक्षा केंद्रों में जगह कम होने के बावजूद उन्हें बहुत अच्छी तरह से सजाया गया है और वहां पढ़ने का अनुकूल माहौल नजर आता है। बच्चों और उनके परिवारों की कठिनाईयों को देखते हुए बच्चों को कई तरह की छूट दी गई है। मसलन चाहे कुछ देर से आने या छोटे भाई-बहन को साथ लाने की उनकी मजबूरी हो, तो भी वे शिक्षा से वंचित न हों। ऐसे कई बच्चे मिले जो घर का ढेर सा काम करते हैं, छोटे भाई-बहनों का ख्याल

रखते हैं, कुछ आय-अर्जन में सहायता करते हैं, साथ ही स्कूल का काम भी पूरी निष्ठा से करते हैं। कई बच्चों ने कहा कि अब चाहे कोई छुट्टी मारने को कहे तो भी इस स्कूल शिक्षा केंद्र में आने का मन करता है। पढ़ने के साथ डाइंग, क्राफ्ट, गीत, कहानी, खेल-कूद सब के लिए समय निकाला जाता है। अध्यापिकाएं सरकारी स्कूल में एडमिशन के लिए भी भरपूर मदद करती हैं। जो बच्चे स्कूल में नहीं आ पाते हैं उनके घर जाकर या माता-पिता से संपर्क कर उन्हें स्कूल आने के लिए प्रेरित किया जाता है। सप्ताह में एक बार नर्स और महीने में एक बार डॉक्टर भी हर शिक्षा केंद्र में जाते हैं जिससे कि बच्चों की स्वास्थ्य समस्याओं को भी कुछ हद तक सुलझाया जा सके।

contn. from pg. 4  
**Improvement**

The government schools have shown remarkable improvement in results during the last few years.

"Government schools in Delhi have earned a special recognition in the country only because of hard work and commitment of teachers. The schools of Delhi have also been included in prestigious grading lists of best schools in the country," she said.

Expressing hope that the standard of education in the government schools would get better in the years to come, Ms. Dikshit said the Government would open more schools in different parts of the city in the near future.

पहली क्लास में जाने में लगेगा सिर्फ एक साल

## चार साल से छोटे बच्चे स्कूल नहीं जाएंगे

दिल्ली में अब चार साल से छोटे बच्चे स्कूल नहीं जा पाएंगे। पांच साल कम के बच्चों का पहली क्लास में प्रवेश नहीं हो पाएगा। यह व्यवस्था अगले शिक्षा सत्र से लागू होगी। राज्य कैबिनेट के फैसले के मुताबिक यह आदेश सभी स्कूलों पर लागू होगा। वे प्राइवेट या सरकारी। पहली क्लास में जाने से पहले बच्चे को सिर्फ एक साल पढ़ाई करनी पड़ेगी। नर्सरी की पढ़ाई अब दिल्ली सरकार और एमसीडी के स्कूलों में भी होगी। सरकार ने यह भी कहा कि अगर किसी प्राइवेट स्कूल के पास इस तरह की सुविधाएँ हैं कि वह प्ले स्कूल चलाए तो उसे रोकना नहीं जाएगा।

## यूपी में पांच लाख बच्चों को स्कूल पहुंचाने की चुनौती

विकास के मामले में दूसरे कई राज्यों से पीछे चल रहे उत्तर प्रदेश में अगले पांच वर्षों में तस्वीर कुछ बदल सकती है। राज्य की ३९ प्रतिशत आबादी गरीबी रेखा के नीचे (बीपीएल) है, जबकि लगभग पांच लाख बच्चों ने अभी तक स्कूल का मुंह नहीं देखा है।

लिहाजा सरकार ने केंद्र की बुनियादी शिक्षा के मामले में अगले पांच वर्षों में ग्रेस नतीजों का भरोसा दिलाया है। प्रदेश सरकार ने बीते दिनों केंद्रीय योजना प्रायोग को सौंपे मसौदे में इन क्षेत्रों की गारंटी अगले पांच साल की तैयारियों का मुलासा किया है। सरकार ने भरोसा

दिया है कि २०१२ तक राज्य में कोई बच्चा स्कूली शिक्षा से अछूता नहीं जाएगा। सर्वशिक्षा अभियान में बेहतर

लेकिन प्ले स्कूल की शिक्षा को मान्यता नहीं दी जाएगी।

कैबिनेट की बैठक के बाद शिक्षामंत्री अरविन्दर सिंह लवली ने बताया कि अब प्राइवेट स्कूलों में औपचारिक तौर पर ४ साल की उम्र में ही बच्चों को दाखिला दिया जाएगा। एक साल नर्सरी या फिर एलकेजी की पढ़ाई के बाद बच्चे को पांच साल की उम्र में पहली कक्षा में दाखिला दिया जाएगा। उन्होंने बताया कि कई स्कूल पहली कक्षा से पहले दो या तीन साल बच्चों को पढ़ाई कराते हैं। सरकार की तरफ से इस तरह की पढ़ाई को मान्यता नहीं दी जाएगी। उन्होंने कहा

के बावजूद राज्य में चार-लाख ७१ हजार बच्चों को अब भी स्कूल नहीं नसीब हो सका है। जबकि दसवीं पंचवर्षीय योजना से पहले ४० लाख बच्चे स्कूल से बाहर थे। बीते साल तक यह आंकड़ा सात लाख ८५ हजार तक पहुंच गया था। इसके साथ ही सरकार ने प्राइमरी और अपर प्राइमरी के दाखिले में लड़के-लड़कियों के बीच के अंतर को भी खत्म करने का वादा किया है। मालूम हो कि प्रदेश में अभी भी छह प्रतिशत प्राइमरी स्कूल एकल शिक्षकों के भरोसे हैं। एक शिक्षक पर औसतन ५५ छात्रों को पढ़ाने का बोझ है, जिसे घटाकर ४० छात्रों तक लाने का लक्ष्य तय किया गया है। राज्य में प्राइमरी स्तर पर अभी भी २४ प्रतिशत बच्चे बीच में ही पढ़ाई

कि अगर किसी स्कूल के पास प्ले स्कूल के लिए ढांचगत सुविधाएँ हैं तो वह प्ले स्कूल चला सकता है। लेकिन प्ले स्कूल में पढ़ाई को औपचारिक शिक्षा नहीं माना जाएगा।

सरकार ने यह भी तय किया है कि उसके और नगर निगम के स्कूलों में भी अब पहली कक्षा के अलावा नर्सरी की पढ़ाई होगी। इसके लिए सरकार अगले साल तक सारी तैयारी पूरी कर लेगी। नगर निगम के स्कूलों में नर्सरी की पढ़ाई के लिए दिल्ली सरकार निगम को ग्रांट भी देगी। यह रकम ढांचगत सुविधाओं पर खर्च होगी।

छोड़ देते हैं। दसवीं योजना से पहले यह ४२ प्रतिशत था। सरकार ने अगले पांच साल में उसे घटाकर पांच प्रतिशत करने की बात कही है। राज्य सरकार की ओर से तैयार मसौदे के मुताबिक अगले पांच वर्षों (२००७-२०१२) में सवा लाख प्राइमरी शिक्षकों की भर्ती होनी है, जिनमें से ८८ हजार तो वर्ष ०७-०८ के दौरान ही नियुक्त कर दिए जाएंगे। इसके साथ ही पंचवर्षीय योजना के दौरान सात हजार शिक्षा मित्रों की भी भर्ती होगी, जबकि गैरआरक्षित क्षेत्रों में सात हजार प्राइमरी और १७ हजार नए अपर प्राइमरी स्कूलों व ब्लाक संसाधन केंद्रों में ५१ हजार कंप्यूटर लगाने की योजना है।

## Conference of E-9 Countries on ICT for Literacy

A three-day Conference of E-9 Countries on ICT for Literacy was organised by the Ministry of Human Resource Development, GOI and UNESCO at Bangalore from October 4-6, 2007. The highly populated E-9 countries are Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan. The participants included officers of the Ministry, DAE, State Directorates/SLMAs, SRCs, JSSs, Freelancers, NGOs, UNESCO's Officers from different countries. Dr. V. Mohankumar, Director, IAEA also participated.

The Conference was inaugurated by Shri Arjun Singh, Minister of Human Resource Development, GOI Shri Azim Premji, CEO, Wipro gave the keynote address. At the inaugural session Shri Champak Chatterjee, Secretary, Department of School

Education and Literacy, GOI, Shri P.B. Mahishi, Chief Secretary, Govt. of Karnataka, Ms. Minja Yang, Director and UNESCO Representative in India also addressed. Shri M.A.A. Fatmi, Minister of State for Human Resource Development, GOI, gave the valedictory address.

The Conference was divided into three major sessions. They were:

1. Presentation of country papers and representatives from leading agencies involved in ICT
2. Group discussion
3. Field visit

The topics given for group discussion were:

Group-I : Increasing awareness of the utility of the ICT in literacy

Group-II : Dissemination of best practices

Group-III : Collaboration with the private sector for ICT in literacy

For the field visit on the third-day (October 6, 2007), the participants were divided into three groups. The first group visited Mysore to witness the training of Panchayat functionaries through interactive television mode by the State Institute of Rural Development. The second and third groups visited the CECs and Model Centres at the Schools where the ICT is used for academic improvement of the students in collaboration with Intel. Dr. V. Mohankumar was in Group-III which visited a Govt. High School at Peenya, an industrial estate and a CEC in which not only computer aided literacy was going on but also literacy lessons through AIR from 5:30 to 6:00 p.m. everyday.



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NEWSLETTER

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## Trainees of Jan Shikshan Sansthan - Thrissur make use of their vocational training

### 1. Note Book Making Unit

Ten members of the Puthenchira gram panchayat kudumbasri unit under the leadership of Ms Ambika Babu underwent 15 days training in Note book making and Binding under Jan Shikshan Sansthan, Thrissur. Most of the members belonged to below poverty line families and were neo-literates. The training imparted to them was a turning point in their lives and they could start a Note book making unit with the assistance of the Kudumbasri unit at the Panchayat office premises itself. The Kudumbasri provided a loan of Rs. 1,75,000/- to this unit for procuring the required equipments and for working capital needs.

The unit immediately started production and during the initial months itself could achieve a turnover of about Rs. 60,000/- to 70,000/- a month. Each member of the unit is earning on an average Rs. 1,000/- per month besides repayment of loan instalments. The members acknowledge that it has been

possible to achieve this only due to mutual understanding and co-operation amongst all the members of the unit and the unstinted support from the Kudumbasri and the CDS Chairperson of Puthenchira Gram Panchayat.

### 2. Athulya Beauty Parlour

Athulya beauty parlour was set up at Edathirinji in Vellangallur Block jointly by Sathi, Remya, Subashini, all residents of Padiyur. In 2006 they had undergone 3 months training in Jan Shikshan Sansthan, Thrissur in Beautician trade as members of the SGSY group under Vellangallur Block Panchayat. All of them belonged to below poverty line families and were eager to utilise the specialised training they obtained by setting up a Beauty Parlour so that they could have reasonable income generation and a respectable profession. Their firm resolve and determination resulted in obtaining a Bank loan of Rs. 75,000/- from Federal Bank and their Beauty parlour became operational from February 2007.

From the beginning itself they have been on an average earning of Rs. 5,000/- After repayment of the loan instalment, they have an average income of Rs. 1,000/- per month per head.

### 3. Paper Bag Making Unit

The Sangamam paper bag making unit set up in Edavilangu Panchayat have 16 members who had undergone 7 days training in Paper bag making in January 2007 conducted by Jan Shikshan Sansthan, Thrissur. The members who were mostly neo-literates and belong to low income families were brought together by the Panchayat ward member.

On completion of the training they secured a loan of Rs.25,000/- from Dhanalakshmi Bank for starting the unit. With the ban on the use of plastic bags which is strictly enforced in the Panchayat, the paper bags made by the group could find a reasonably good market. The members are today having a monthly income of Rs. 250/- besides repaying the loan in monthly instalments of Rs.500/-.



## UNESCO: Knowledge Societies

UNESCO's concept of knowledge societies aims at a clear development-oriented perspective that captures the complexity and dynamism of current changes in the world.

Knowledge societies are about capabilities to identify, produce, disseminate and use information to build and apply knowledge for human development. They require an empowering social vision which encompasses plurality, inclusion, solidarity and participation. Some specific activities supported by UNESCO are as follows:

### **Kerala villages find their own space in cyber world**

Citizens of Kannur district in northern Kerala, at the click of the mouse or through a phone call, will soon be able to access all kinds of local information. Anything from the sale of a cow, job vacancies or even find brides and grooms!

Akshaya, a state-wide ICT project by the Government of Kerala with the support of UNESCO has been operationalised as an innovative initiative for the creation of community portals in the local language Malayalam. The primary objective is to create content in local language using free and open software at the various local bodies in Kannur district and for the local communities.

Initially, the project will develop community portals for the District Panchayat, Municipality and nine Gram Panchayats in Kannur district. The portal will comprise

vital information such as history of the community, local organizations, eminent personalities, places of interest, different services/schemes offered by the local self-government, information regarding agriculture, business ventures, products, local job vacancies, educational details, health information, legal rights, local events, interactive forums, e-newsletters providing information on new technological trends and innovations, etc. Content will be produced on an ongoing basis by community reporters appointed in each of the chosen panchayats under the active leadership of Akshaya entrepreneurs and facilitated by the Akshaya District office in Kannur.

To achieve sustainability, the portals aim to attract local advertisements, web-based yellow pages and e-business at the local level. Information over phone is also envisioned where community members could call an Akshaya centre to access information.

### **Local self help groups actively participate in strengthening community radio**

Mandakini Ki Awaaz (The Voice of Mandakini), a community radio (CR) station located in Bhanaj, Rudraprayag district, Uttarakhand, was started in 2004. Since then, women self-help groups in the region have played a role of growing importance in its activities. In the last few months, their participation has registered a quantum leap forward with the women taking collective ownership of their radio centre.

In February 2007, an SHG in Machkandi village opened a post office savings account to collect funds for the repair and maintenance of the satellite radio receiver that their group had received from UNESCO. The community radio has been established with the technical support and training from Ideosync Media Combine and Equal Access, NGOs working in the field of development communication and long-standing partners of community radio groups in the region.

Ms. Prema Devi, who heads a SHG said: "when we buy a buffalo, we have to think of all the related arrangements that go with it - fodder, a clean space, and plenty of water. Similarly, when we have helped set up a source of information for the community, we have to think about how to maintain it as well." The group's decision is reflective of their resolve to play a greater part in the process of information dissemination to the local communities.

The radio team has also worked with local schools to involve students in creative activities. The Principal of a Junior High School in Kyunja village says, "After the establishment of the Bhanaj community media centre, our students have received training. And, as a result students have started publishing a fortnightly newsletter called 'School Jagran'. This has given them a space to express themselves besides resulting in a

contd. on pg. 5

## Children less than 7 years old to get regular check-up in MCD's schools in Delhi

Children under seven years studying in the MCD schools will undergo health check-up every three months to ensure there is no nutritional deficiency. Those between 10-12 years with anaemia would be given iron and folic acid tablets once a week.

Dr. Vinod Kumar Monga, Chairman, Medical Relief and Public Health Committee (MCD) said, "We plan to maintain health records of every child. Every three months, we will do a comprehensive health check and record data."

Early monitoring would help identify deficiencies that can be rectified on time, he said. "Iron deficiency, the major cause of anaemia in children and adolescents, needs to be tackled in an organized manner," said Dr. Monga.

Fourth and fifth graders in all MCD schools will be tested for their haemoglobin levels and Thalassaemia. They will also be regularly given iron tablets along with the mid-day meals every Wednesday. "We are not expecting miracles and are in no way claiming we can bring up Hb count to 12 for every child, but we are definitely aiming at a positive change," says Dr. Monga. □

## Cabinet nod for two more science education and research institutes

The Union Cabinet approved the setting up of two Indian Institutes of Science Education and Research in Thiruvananthapuram and Bhopal at a cost of Rs. 500 crore each.

Three such institutions have already been approved in Kolkata, Pune and Chandigarh.

Being established by the Human Resource Development Ministry, these institutions will integrate undergraduate education, postgraduate education and research under one umbrella.

The goal is to make education and careers in basic sciences more attractive by providing opportunities in integrative teaching and learning of sciences and breaking the barriers of traditional disciplines.

contd. on pg. 6

## प्रौढ़, सतत् और आजीवन शिक्षा

— डा. मदन सिंह

### ग्रंथ के सम्बन्ध में

'लाइफलांग लर्निंग' की अवधारणा के अनुरूप प्रौढ़, सतत् और आजीवन शिक्षा की संकल्पना के विविध पक्षों का विशद विवेचन इस ग्रंथ में किया गया है।

भारत सरकार के राष्ट्रीय साक्षरता मिशन एवं विभिन्न अंतर्राष्ट्रीय एवं राष्ट्रीय संगठनों द्वारा इस क्षेत्र में किए गए प्रयासों एवं रणनीतियों, अपनायी गई कार्य-पद्धतियों की अद्यतन विस्तृत जानकारी भी इस ग्रंथ में दी गई है।

प्रौढ़, सतत् और आजीवन शिक्षा के गतिशील एवं प्रयोगवादी ढांचे से सम्बन्धित भारत तथा विदेशों के अद्युनातन सैद्धांतिक पक्षों, कार्य पद्धतियों एवं रणनीतियों का समावेश करके उनके नवीनतम स्वरूप को इस ग्रंथ में प्रस्तुत किया गया है।

प्रौढ़, सतत् और आजीवन शिक्षा की गतिविधियों को प्रभावी ढंग से आयोजित एवं संचालित करने की अद्यतन जानकारी देने वाला यह ग्रंथ शासकीय और अर्धशासकीय अभिकरणों; राज्य संसाधन केन्द्रों; स्वयंसेवी संगठनों; जिला साक्षरता समितियों; जन शिक्षण संस्थानों; विश्वविद्यालयों एवं परास्नातक महाविद्यालयों के शिक्षा संकायों, समाजकार्य विभागों तथा प्रौढ़, सतत् एवं प्रसार शिक्षा विभागों; उच्च शोध संस्थानों; नेहरू युवा केन्द्रों; सार्वजनिक पुस्तकालयों; आदि के लिए अत्यंत उपयोगी है।

ग्रंथ का मूल्य : रु 600/—\*

अधिक जानकारी के लिए सम्पर्क करें:—

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\*पुस्तक खरीदने हेतु संलग्न आदेश पत्र भरकर भेजें।

## आदेश पत्र

(प्रौढ़, सतत् और आजीवन शिक्षा ग्रंथ के लिए)

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कृपया मुझे डा. मदन सिंह द्वारा लिखित पुस्तक  
"प्रौढ़, सतत् और आजीवन शिक्षा" मूल्य  
रु. .... की ..... प्रतियां रजिस्टर्ड  
डॉक अथवा कोरियर से यथाशीघ्र भिजवाने की  
व्यवस्था करें।

नाम \_\_\_\_\_

पूर्ण पता \_\_\_\_\_

(पिन कोड \_\_\_\_\_

सहित) \_\_\_\_\_

फोन: एसटीडी सं. .... फोन सं. ....

मैं संलग्न कर रहा हूँ

बैंक ड्राफ्ट रु. ( )

भारतीय प्रौढ़ शिक्षा संघ, नई दिल्ली के पक्ष  
में।

दिनांक \_\_\_\_\_ हस्ताक्षर \_\_\_\_\_

## Eleventh Plan to monitor targets to ensure inclusive growth

The Eleventh Plan proposes to introduce specific targeting at the national and State levels to monitor programmes such as poverty alleviation to usher in inclusive growth .

The draft Plan document, slated for discussion at a full meeting of the Commission chaired by Prime Minister Manmohan Singh here on November 8<sup>th</sup>, proposes 27 targets at the national level and 13 at the State level that will be scrutinised at regular intervals by the Centre and the State governments.

With a proposed outlay of Rs. 36,44,718 crore, the Plan, beginning 2007, seeks to raise the farm sector growth from 2.13 to 4 per cent while pegging the industry and services sector growth rates at 9-11 per cent.

At the national level, the targets to be monitored have been grouped into six major categories to include income and poverty, education, health, women and children, infrastructure and environment.

The 13 State level targets pertain to State GDP , infant mortality, literacy rate, farm growth rate, poverty ratio and child malnutrition.

Policies and programmes both at the Central and State levels are proposed to be devised to ensure that the targets are achieved.

As for a few specifics of the targets to be fixed, the Plan aims at generating seven crore new work opportunities during 2007-12 along with a reduction in joblessness among the educated to less than 5 per cent. The drop-out from elementary schools is proposed to be brought down to 20 per cent by the end of the Plan period from 52.2 per cent in 2003-2004.

While the target under health is to provide clean drinking water to all by 2009, the gender ratio for children below six is to be increased to 935 females per thousand males by 2011-12.

*My life has been one great big joke,  
A dance that's walked, A song that's  
spoke, I laugh so hard I almost choke,  
when I think about myself.*

*Maya Angelou*

## Arjun: No foreign fly-by-night operators in education sector

Even as there is relentless pressure from foreign countries to set up campuses in India, HRD Minister Arjun Singh said India did not want fly-by-night operators from abroad to come and set up shops in the name of offering higher education.

"We do not want fly-by-night operators," Singh said at the 'Higher Education Summit 2007: Innovation for Quality and Relevance'. The foreign education provider Bill is yet to be introduced in Parliament. The Bill was listed to be placed in Rajya Sabha during the Budget session but could not be introduced. Later, CPM leader Brinda Karat wrote to Singh opposing the Bill. She also demanded that more than 140 unregulated campuses set up by various foreign universities be closed down.

But US has been at the forefront requesting that their universities be allowed to set up campuses in India. In the recently-held conference of Vice-Chancellors, more than 200 of them opposed the entry of foreign campuses without any regulation.

Though restrained, Singh echoed a similar view. "I will be happy if Oxford University sets up a centre in India," Singh said in the presence of Oxford University chancellor Lord Chris Patten. Responding to Singh's invitation, Patten said, "It is a sensible thing to do. I look forward to the minister's invitation (to set up the centre) in one particular subject. The issue of entry of foreign university is pending. There has been no occasion to take a decision on it."



## OBITUARY



Indian Adult Education Association deeply mourns the untimely death of **Prof. K. Sivadasan Pillai**, an eminent educationist on Thursday November 8, 2007.

Prof. Pillai was associated with IAEA for a long time and at the time of his death he was Vice President of the Association.

He had wide experience in the field of Adult Education and was a recipient of Nehru Literacy Award in 1994.

Prof. Pillai was a retired Professor and Head of the Department of Adult, Continuing Education and Extension, University of Kerala. He was also a recipient of Sardar Patel Award 2001 and National Award for Excellence in Teacher Education. He was a prolific writer and authored several books.

### 56<sup>TH</sup> All India Adult Education Conference

The Indian Adult Education Association in collaboration with Shri Gajanan Shikshan Sanstha's College of Engineering, Shegaon is organising its 56<sup>th</sup> All India Adult Education Conference from December 4 - 7, 2007.

The theme of the Conference is "**An approach to the Eleventh Five Year Plan in context of adult and lifelong learning**" opportunities.

One day session will be devoted to the issues related to women. The venue of the Conference is Shri Gajanan Shikshan Sansthan's College of Engineering, Shegaon, District Buldhana (Maharashtra). The lodging arrangements have been made in nearby guesthouses.

Shri S.M. Krishna, Governor of Maharashtra has kindly consented to inaugurate the conference. About 250 delegates from different parts of the country will participate.

Zakir Hussain Memorial Lecture will be delivered by Shri H.C. Parekh, Chief Commissioner of Income Tax (Retd.), Mumbai (Maharashtra) and a Co-opted Executive Committee Member, IAEA.

Nehru Literacy Award for the year 2005 will be given to Prof. Bhawani Shankar Garg, Chancellor, Janardan Rai Nagar Rajasthan Vidyapeeth, Udaipur, Rajasthan.

Tagore Literacy Award for the year 2004 will be given to Ms. Kallolini Hazarat, Chairperson, Gujarat Research Society, Mumbai.

Tagore Literacy Award for the year 2005 will be given to Ms. Shobhana Ranade, Chairperson, All India Women's Conference, New Delhi.

**DR. MADAN SINGH**  
General Secretary

contd. from pg. 2

### **UNESCO: Knowledge societies**

marked improvement in their language skills." Today, the groups that are partnering with Mandakini Ki Awaaz CR are unanimous in their commitment to the development of the local community.



## पूरे देश में एक तरह की शिक्षा व्यवस्था लागू होनी चाहिए

प्राथमिक शिक्षकों के राष्ट्रीय अधिवेशन में, प्राथमिक शिक्षकों की समस्याओं के समाधान पर १३ प्रस्ताव पारित किए गए।

अखिल भारतीय प्राथमिक शिक्षक संघ और राजस्थान शिक्षक संघ (राष्ट्रीय) की ओर से आयोजित दो दिवसीय प्राथमिक शिक्षकों का राष्ट्रीय अधिवेशन संपन्न हुआ। इस अधिवेशन में प्राथमिक शिक्षा के विकास और प्राथमिक शिक्षकों की समस्याओं के समाधान पर १३ प्रस्ताव पारित किए गए, जिसमें सारे देश में एक तरह की शिक्षा व्यवस्था लागू करने पर जोर दिया गया। अधिवेशन में आए विदेशी शिक्षकों ने भी विचार प्रकट किए।

समापन समारोह को संबोधित करते हुए महिला एवं बाल विकास मंत्री कनक मल कटारा ने कहा कि सरकार प्राथमिक शिक्षा के विकास के लिए कटिबद्ध है और शिक्षकों की समस्याओं को दूर करना अपना दायित्व समझती है। बचपन बचाओ आंदोलन के प्रणेता कैलाश सत्यार्थी ने कहा कि विद्या की अग्नि में ज्ञान की आहुति देने से ही आर्थिक समृद्धि पाई जा सकती है। सम्मेलन को अभाप्राशि संघ के अध्यक्ष रामपाल सिंह, महासचिव एस ईश्वरन, उपाध्यक्ष ए.पी. तिवाड़ी, अमेरिका के शिक्षक प्रतिनिधि एस्कैलसन, डेनमार्क के डेविड व स्वीडन की माइग्रेटा सहित कई लोगों ने संबोधित किया।

- पारित हुए १३ प्रस्ताव
- अलग-अलग नामों की बजाय संपूर्ण भारत में पूर्ण वेतन पर शिक्षक भर्ती की जाए।
- अप्रैल २००४ से लागू नई पेंशन योजना की बजाय पूर्व नीति ही लागू हो।
- शिक्षा गारंटी बिल २००६ संशोधित प्रावधानों के अनुसार लागू हो।
- मिड डे मील का कार्य स्वतंत्र एजेंसी को सौंपा जाए।
- सेवानिवृत्ति की आयु ६२ या ६५ वर्ष की जाए।
- शिक्षा बजट का ६० प्रतिशत प्राथमिक शिक्षा पर खर्च किया जाए।
- सारे देश में एक तरह की शिक्षण व्यवस्था और एक तरह का पाठ्यक्रम लागू हो।
- सरकारी और निजी विद्यालयों की खाई को दूर किया जाए।
- पंचायतीराज व्यवस्था से शिक्षकों को मुक्त करते हुए उन्हें राजकीय शिक्षक घोषित किया जाए।
- प्राथमिक शिक्षा, शिक्षकों और शिक्षा क्षेत्र के लिए गठित कमेटियों में प्रतिनिधित्व दिया जाए।
- भारतीय शिक्षा सेवा का गठन किया जाए।
- विधान परिषदों में शिक्षक प्रतिनिधि के लिए प्राथमिक शिक्षकों को भी मताधिकार दिया जाए।

### Andhra University Notification

### Award of Research Degree in Adult Education



It is hereby notified that the Vice-Chancellor on the recommendation of the Board of examiners is pleased to order that Sri P. Viswanadha Gupta be declared qualified for the Degree of Doctor of Philosophy (Ph.D.) in Adult & Continuing Education on the thesis entitled "Continuing Education Programme in Vizianagaram District: A Study of Stakeholders and Learners."

contd. from pg. 3  
Cabinet nod for two...

The institutes will forge strong relationships with existing universities and colleges and network with laboratories and research institutions in order to share and complement faculty, research, library and computational facilities.

Each institution will have about 2,000 undergraduate students, postgraduate students and research scholars and about 200 faculty members, and have programmes called schools in the inter-disciplinary areas of computer, biological, mathematical, physical, chemical and materials sciences. □

कुल के कारण ही कोई बड़ा नहीं होता। विद्या ही उसे पूजनीय बनाती है।

— चाणक्य

## देश के चालीस हजार स्कूलों को जोड़ेगा बीएसएनएल का वाईमैक्स

प्रोजेक्ट के जरिए देश में ५०,००० से ज्यादा किओस्क (सूचनाएं हासिल करने के लिए इंटरनेट केंद्र) लगाए जाएंगे।

भारत संचार निगम (बीएसएनएल) की वाईमैक्स तकनीक के जरिए देश के ४०,००० प्राइमरी और सेकंडरी स्कूलों को ब्राडबैंड से जोड़ने की उम्मीद है। आठ शहरों में पायलट परियोजना पर काम चल रहा है। बीएसएनएल के अधिकारी के अनुसार मानव संसाधन विकास मंत्रालय और दूरसंचार विभाग के बीच इस बारे में एक करार हुआ है। करीब १०-११ कंपनियों ने परियोजना में दिलचस्पी दिखाई है।

५०,००० किओस्क: बीएसएनएल के

चेयरमैन और एमडी कुलदीप गोयल का कहना है कि कंपनी २० लाख वाईमैक्स लगाने के लिए सप्ताह भर में आशय पत्र जारी करने वाली है। करीब २००० करोड़ रुपए की लागत से २५००० गांवों को सालभर में जोड़ा जाएगा। वाईमैक्स इक्विपमेंट के लिए यह दुनिया का सबसे बड़ा टेंडर होगा। प्रोजेक्ट के जरिए देश में ५०,००० से ज्यादा किओस्क (सूचनाएं हासिल करने के लिए इंटरनेट) केंद्र लगाए जाएंगे।

**ब्राडबैंड नीति:** वायरलेस ब्राडबैंड परियोजना में बीएसएनएल मौजूदा नेटवर्क का इस्तेमाल करेगा। सरकार की ब्राडबैंड नीति को जल्द ही मंजूरी मिलने वाली

है। उम्मीद है कि बीएसएनएल को २.५ गीगाहर्ट्ज स्पेक्ट्रम सेवाएं आरंभ करने की अनुमति मिल जाएगी।

देश में ब्राडबैंड का फैलाव अब भी सीमित है। सरकार ने २०१० तक दो करोड़ ग्राहक हासिल करने का लक्ष्य बनाया है। वाई मैक्स इस लक्ष्य को हासिल करने में मददगार साबित हो सकता है। बीएसएनएल, रिलायस टेलीमैन्युनिकेशंस, वीएसएनएल, भारती टेलीवेंचर और एयरसेल के अलावा सिफ़ी ने भी सीमित वाईमैक्स नेटवर्क शुरू किया है। टाटा टेलीसर्विसेस भी कई जगह इस तकनीक का परीक्षण कर रही है।

## महिलाओं को साक्षर होना जरूरी: किरण बेदी

पुलिस महानिदेशक (ब्यूरो आफ पुलिस रिसर्च एंड डेवलपमेंट आर्गेनाइजेशनल मैबर) डा. किरण बेदी ने कहा कि साक्षरता स्त्रियों का एकमात्र शक्तिशाली हथियार है। समाज में फैल कुरीतियों, महिलाओं पर होने वाले अत्याचारों के खिलाफ लड़ने के लिए महिलाओं को खुद ही साक्षर और जागरूक बनना होगा। उन्होंने कहा कि घरेलू हिंसा कानून के तहत महिलाओं को अपने ऊपर होने वाली हिंसा के खिलाफ आवाज उठाने के लिए बहुत से अधिकार मिले हुए हैं लेकिन जरूरत है तो इन अधिकारों के प्रति जागरूकता फैलाने की। उनका मानना

है कि प्रत्येक महिला के पास घरेलू हिंसा कानून की एक प्रति होनी चाहिए ताकि वह अपने साथ हुए किसी भी दुर्व्यवहार को न सहे बल्कि दुर्व्यवहार करने वाले दोषी को उपयुक्त सजा भी दिलवाए। वे 'आल इंडिया वूमन्स कांफ्रेंस' और 'गांधी स्मृति और दर्शन समिति' की ओर से आयोजित '३४वें ट्रिनायल कांग्रेस ऑफ इंटरनेशनल एलायंस ऑफ वूमन' के मौके पर बोल रही थीं।

इस मौके पर ऑल इंडिया वीमेंस कांफ्रेंस की अध्यक्ष डा. मनोरमा बावा ने कहा कि इस अंतर्राष्ट्रीय कांग्रेस को आयोजित करने का मकसद है- महिलाओं

को हर प्रकार की धमकी, हिंसा और भेदभावपूर्ण नीतियों के प्रति बुलंद आवाज उठाने के लिए प्रेरित करना और विश्व की महिलाओं को उनके राजनीतिक, आर्थिक, सामाजिक अधिकारों के प्रति जागरूक करना और महिलाओं को सुरक्षित माहौल मुहैया कराना। उन्होंने कहा इस पूरे कार्यक्रम के बाद तथ्यों और पारेणामों को ध्यान में रखकर एक खाका तैयार किया जाएगा जो संबंधित संस्थाओं को भेजा जाएगा ताकि वे अपने कानूनों में आवश्यक सुधार कर महिलाओं की स्थिति सुधारने के लिए जरूरी स्त्रोतों को आबंटन बढ़ाएं।

मांगने पर देना अच्छा है, पर आवश्यकता अनुभव करके बिना मांगे देना और भी अच्छा है।

— खलील जिब्रान

यदि तुम सूर्य को खो बैठने पर आंसू बहाओगे तो तारों को भी खो बैठोगे।

— रवीन्द्रनाथ ठाकुर

## Science education in for big boost

A mission to Mars, tourists in space and Rs 1 lakh annual scholarship for science students are some proposals that will come before the Planning Commission.

The schemes, estimated to be over Rs 2000 crore that will be executed in the next five years are being suggested to cultivate an interest in science.

Scientists like CNR Rao, the head of the Science Advisory Council to the Prime Minister, had expressed disappointment over the state of science education in India. ISRO is also witnessing a fast attrition rate with 11 scientists leaving every month, the Parliament was informed earlier this year.

The Ministry of Science and Technology plans to set up an institute — the Indian Institute of Space Science and Technology — to create quality human resources for ISRO.

Within ISRO, the government will provide training on management and leadership to scientists and engineers.

“Specialised training on new vistas of technology and science will be provided to the young engineers and scientists,” a ministry’s proposal to the Planning Commission said.

With the pool of manpower, the ambitious mission to Mars, asteroid missions to fly close to

comets, space tourism and developing technologies for manned missions will get a boost, the ministry has said.

The government also plans to launch a scheme — Innovations in Science Pursuits for Inspired Research (INSPIRE) — that will provide financial aid to 10 lakh young innovators in schools.

The recommendation of the Oversight Committee for Higher Education to start a scholarship scheme for students pursuing B.Sc and M.Sc courses will also be part of the scheme. Each of the 10,000 students to be covered will get Rs 1 lakh per annum as scholarship fee. □

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TO

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# IAEA

INDIAN  
ADULT EDUCATION  
ASSOCIATION  
NEW DELHI

## NEWSLETTER

Vol. 16 No. 12

December 2007

### IAEA Organised Fifty-Sixth All India Adult Education Conference on Adult and Lifelong Learning Opportunities in Eleventh Five Year Plan

Indian Adult Education Association organized the Fifty-Sixth All India Adult Education Conference on Adult and Lifelong Learning Opportunities in XI Five Year Plan from December 4-7, 2007 at Shri Sant Gajanan Maharaj College of Engineering, Shegaon. In all 206 delegates from different parts of the country participated in the conference. It was organised jointly by Indian Adult Education Association, International Institute of Adult & Lifelong Education and Shri Sant Gajanan Maharaj College of Engineering. Dr. V. Mohankumar, Director IAEA's paper on the theme of the conference formed the background paper for initiating the discussion. The deliberations of the conference were guided by eminent adult educators and educationists. Other working papers were presented in a

plenary session. Group discussions were organised on different areas of interest. A report of each day's deliberations was



presented to the delegates the next morning through Daily News Bulletin.

The inaugural session of the conference started at 10:30 a.m. on December 4, 2007. The chief guest was Shri Madhukar Rao Chaudhary, Chairman Rashtra Bhasha Prachar Samiti Wardha & Ex-Speaker, Maharashtra Legislative Assembly. Shri K.C. Choudhary, President, IAEA, Shri

Shiv Shankar Bhau Patil, Vyavasthapak, Shri Sant Gajanan Maharaj Sansthan, Shegaon, Shri Rameshwar Neekhra, Ex-MP and Chairman, M.P. State Bar Council, Shri Kailash Chandra Pant, Secretary, Madhya Pradesh Rashtra Bhasha Prachar Samiti, Bhopal and Chairman, IAEA M.P. Branch, Prof. B.S. Garg, Chancellor, Janardhan Rai Nagar Rajasthan Vidyapeeth, Udaipur, Smt. Shobhana Ranade, Chairperson, All India Committee for Eradication of Illiteracy Amongst Women, New Delhi, Shri George Kurisingal, the representative of Smt. Kallolini Hazarat, Chairperson, Gujarat Research Society, Mumbai, Dr. Madan Singh, General Secretary, IAEA and Dr. V. Mohankumar, Director, IAEA were on the Dias. The inaugural session started with the lighting of the ceremonial lamp by the chief guest. The chief guest and other dignitaries were

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welcomed by presentation of flowers and the sacred Khada from H.H. Dalailama's Tibet Monastery, Bodh Gaya. Shriphal was presented to the Chief Guest and Bhau Saheb by the president of IAEA. The programme started with Sarswati Vandana. Shri Kailash Choudhary, President, IAEA in his welcome address said that he was feeling very happy to welcome the eminent personalities on the pious land of Shri Sant Gajanan Maharaj. He felt that the work of the Sant Gajanan Maharaj Sansthan in the field of community education is an example for others to emulate. He said that all the dignitaries sitting



on the dais inspire us with the spirit of dedication for community education and added that during the next four days we will workout suggestions and recommendations for improving human rights, better environment and other programmes of community education. Shri Bhau Saheb welcomed all the delegates on behalf of Shri Sant Gajanan Maharaj Sansthan. He said that he was present in the capacity of a SEWAK of the Sansthan and was happy to do SEWA in the interest of human development. He prayed at the feet of Shri Sant Gajanan Maharaj for the success of the conference. Shri

Rameshwar Neekhra Ji said that illiteracy leads to exploitation of the people and such exploitation can be eliminated through legal literacy/legal advice. He was



helping poor and illiterate people by providing legal advice to them. Shri Kailash Chandra Pant said that he was happy to see people from different parts of the country are participating in this National conference and that Hindi which is the National Language of the country is being used as the medium of communication. He said that he was sure that the conference will identify new vistas of adult education programme during the course of the conference. He felt that economic development is good but that was not all. He suggested that development of human beings is an important area of work and this can be done through *Sadbhav* and *Sahyog*.

Thereafter the presentation ceremony of Nehru Literacy Award to Prof. B. S. Garg, Tagore Literacy Awards to Smt. Shobhana Ranade and Smt. Kallolini Hazarat began. The citations for these awards were read out by Prof. B.B. Mohanty, Dr. L. Raja and Dr. P. Adinarayan Reddy respectively. Awards were given by Madhukar Rao Chaudhary to Prof. B. S. Garg, Smt. Shobhana Ranade and Shri Gorge Kurisingal

(Representative of Smt. Kallolini Hazarat). Shri Garg in his acceptance speech indicated that he was feeling honoured and happy to receive the coveted Nehru Literacy Award. He expressed his gratitude to the Indian Adult Education Association for selecting him for the award. While delivering his acceptance speech, Sh. Garg described in detail experiences of his life in the field of adult and non-formal education and how the Rajasthan Vidyapeeth developed from a small institution of adult and non-formal education into a university. He further added that the award was honour not only for himself but for all the workers of the vidyapeeth who have contributed to the development of the institution. Smt. Shobhana Ranade while delivering her acceptance speech felt that she was involved in the development of women's literacy and education alongwith her former mentor Mrs. Lakshmi Menon. The All India Committee for Eradication of Women's Illiteracy set a target of



eradicating illiteracy by 2002 but it was now realized that it was a long drawn battle and that it will continue for some more time. She said that poverty and illiteracy go together and that they draw inspiration from institutions like

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Indian Adult Education Association to continue their efforts in this direction. Shri George Kurisingal read out the acceptance speech of Smt. Kallolini Hazarat. In her speech she thanked Indian Adult Education Association for selecting her for Tagore Literacy Award. She accepted the award humbly and with great humility. She emphasized the role of lifelong learning in the growth of individual and the society.

Shri Madhukar Rao Chaudhary declared the conference open.

The Chief Guest released the book - 'Praudh Aur Aajeevan Shiksha' written by Dr. Madan Singh, General Secretary, IAEA. The Chief Guest Shri Chaudhary informed that they were also engaged in the work of improving the life of the poor through education. With two specific examples, Shri Chaudhary Ji emphasized the value of education and its proper use for improving their life. He suggested that each one of the delegates should work for removal of illiteracy and poverty to bring change in the positive life of the poor people. Dr. Madan Singh proposed a vote of thanks. He remembered the services of Dr. (Mrs.) Welthy Fisher in improving the life of the poor. Dr. Singh exhorted the delegates to work collectively for literacy and lifelong education of the non-literates and neo-literates through adult and lifelong education. Dr. V. Mohankumar, Director, IAEA compered the inaugural session.

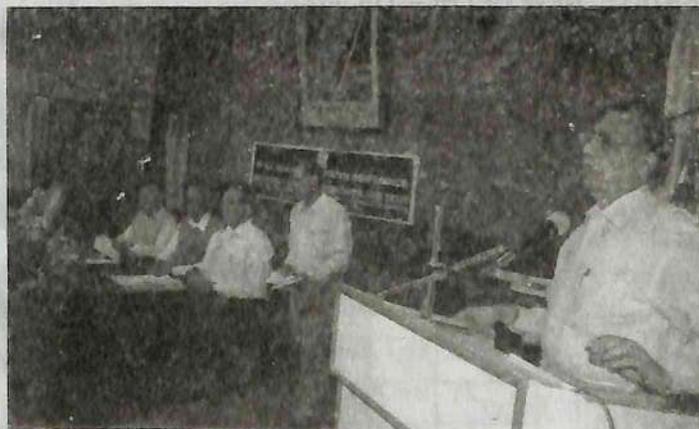
The plenary session I of the conference started at 2:30 p.m. It was presided over by Dr. V. Reghu. Dr. V. Mohankumar presented the Background Paper of the conference. During the session, 11 other papers were presented by the delegates.

On the Second Day of the Conference a short film of 27 minutes "Desert Silk" shot in the tribal areas of Udaipur was screened for the beneficiaries.

The participants were divided into 5 groups on the following topics:

1. Tribal Literacy
2. Water Literacy
3. Role of Panchayati Raj in Adult Education
4. Minority Education
5. Areas for Action Research

The groups discussed in detail different aspects of the topics assigned to them and prepared their reports.



Dr. Zakir Hussain Memorial Lecture was delivered by Shri H.C. Parekh, IRS, Director General of Income Tax, South (retd.).

On the third day of the conference the following seven

special interest groups for the identified topics were formed :

- Group - I Women's Literacy
- Group - II National Rural Employment Scheme
- Group - III National Rural Health Mission
- Group - IV HIV/AIDS Education
- Group - V ICT and Literacy
- Group - VI Qualitative Research in Adult Education
- Group - VII Role of Mass Media in Adult Education

The seven groups met, discussed and made their recommendations. The reports were presented in two plenary sessions. The morning session was presided over by Dr. P. Adinarayana Reddy and facilitated by Dr. O.P.M. Tripathi. The afternoon session was presided over by Shri Sujit Kr. Datta and facilitated by Dr. B.L. Raina.

On the basis of the observations made by the delegates, presentation of papers and group reports, recommendations of the conference were drafted by a committee, which was headed by Dr. L. Raja. Shri Prem Chand, Consultant, IAEA provided resource support. These recommendations were finalized for presentation in the concluding session of the conference.

The concluding session was held on December 7, 2007. Recommendations of the conference and Shegaon

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**RESULT OF ELECTION OF EXECUTIVE COMMITTEE OF THE  
INDIAN ADULT EDUCATION ASSOCIATION  
17-B, IP ESTATE, NEW DELHI-110 002**

1. PRESIDENT	Shri K.C. Choudhary ✓
2. VICE-PRESIDENT (Five Posts)	1. Shri Azmat Hussain Khan 2. Dr. Arun Mishra ✓ 3. Dr. L. Raja 4. Prof. S.Y. Shah ✓ 5. Ms. Rajashree Biswas ✓
4. GENERAL SECRETARY	Dr. Madan Singh ✓
3. TREASURER	Dr. M.S. Ranawat ✓
4. JOINT SECRETARY	Shri A.L. Bhargava ✓
5. ASSOCIATE SECRETARIES (Three Posts)	1. Shri Sudhir Chatterjee ✓ 2. Shri Prafulla Nagar 3. Dr. P. Adinarayana Reddy
Women (One Post)	4. Smt. Nirmala Nuwal
6. EXECUTIVE COMMITTEE MEMBERS (Five Posts)	1. Prof. K.R. Susheela Gowda ✓ 2. Shri Mafat Lal Patel 3. Dr. V. Reghu ✓ 4. Dr. Shankar Lal Sharma 5. Dr. O.P.M. Tripathi ✓
Women (Three Posts)	6. Smt. Surekha D. Khot 7. Smt. Indira Purohit ✓ 8. Ms. Kunda Supekar ✓

**RESULT OF ELECTION OF COUNCIL (INDIVIDUAL ) MEMBERS OF THE  
INDIAN ADULT EDUCATION ASSOCIATION  
17-B, IP ESTATE, NEW DELHI – 110 002**

S. No.	Name
	<u>Men</u>
1.	Shri AS Bhatti
2.	Shri Harpreet Singh Chabra
3.	Shri KC Choudhary
4.	Shri Narayan Chouhan
5.	Shri Harish Gandharva
6.	Shri Farasat Hussain
7.	Shri RD Jhuria
8.	Shri Kailash Joshi
9.	Shri Rajendra Joshi
10.	Shri Azmat Hussain Khan
11.	Shri Umesh Khandelwal
12.	Shri OP Maheshwari
13.	Shri SS Nandwana
14.	Dr. L. Raja
15.	Dr. P. Adinaryana Reddy

16.	Dr. V. Reghu
17.	Prof. SY Shah
18.	Shri Purushottam Sharma
19.	Shri Kulbhushan Tuteja
20.	Shri SC Upadhyay
	<u>Women</u>
21.	Ms. Ratna Biswas
22.	Smt. Suneeta Dubey
23.	Ms. Rekha Dwivedi
24.	Ms. Madhu Khandelwal
25.	Smt. Surekha D. Khot
26.	Ms. Himani Ojha
27.	Smt. Indira Purohit
28.	Ms. Panchali Roy
29.	Ms. Laxmi Yadav
30.	Ms. Sashi Kala Yadav

## Parivarthan Programme in Central Prison Warangal Organised

Under the age is of the Warangal Adult Education Association, Hanamkonda, with the consent of Director General, Inspector General and Correctional Services Prisons Department, Government of Andhra Pradesh, Hyderabad a four month programme in the Central Prison, Warangal undertaken with the co-operation of Lions Club, Prekshaka Sabha and the local artists. Slates, Pencils were distributed by the Association to the selective Non-literate inmates of the prison. The Secretary of the Association Shri A. Ravinder explained to the gathering the aims and objectives of the "Parivarthan Programme" taken up in the Central Prison, Warangal.

Shri R. Jonson, Superintendent of the Central Prison, Warangal spoke on the occasion and advised the inmates to make the best of the programme arranged by the Non-Governmental Voluntary Organisation. The Secretary and members of the Association participated on "AIDS and understanding as social issue" in Central Prison on 5-12-2007. The Deputy Superintendent Mr. Joseph and staff of the Central Prison participated in the programme. The meeting concluded with vote of thanks tendered by Shri T. Ruben, Executive Member of the Association.



## President and General Secretary, IAEA met President of India



Shri K.C. Choudhary, President and Dr. Madan Singh, General Secretary, IAEA met Hon'ble Mrs. Pratibha Devi Singh Patil, President of India on 20-11-2007 and presented a book – 'Proud Aur Aajeevan Shiksha' brought out by the Indian Adult Education Association. Shri K.C. Choudhary informed her about Fifty-Sixth All India Adult Education Conference to be organized by the IAEA on December 4-7, 2007. She gave her good wishes for the success of the conference. □

## A Delegation of European Union visits IAEA



A foreign delegation of European Union paid their visit to the IAEA on 23-11-2007. They showed their interest in the ongoing activities of the Association. They explored the possibility of initiating some educational programmes in collaboration with the IAEA. □

संघ प्रकाशन

## प्रौढ़ और आजीवन शिक्षा

— लेखक डा. मदन सिंह

### पुस्तक के सम्बन्ध में

- 'लाइफलांग लर्निंग' की अवधारणा के अनुरूप प्रौढ़ और आजीवन शिक्षा की संकल्पना के विविध पक्षों का विषद विवेचन इस ग्रंथ में किया गया है।
- भारत सरकार के राष्ट्रीय साक्षरता मिशन एवं विभिन्न अंतर्राष्ट्रीय एवं राष्ट्रीय संगठनों द्वारा इस क्षेत्र में किए गए प्रयासों एवं रणनीतियों, अपनायी गई कार्य-पद्धतियों की अद्यतन विस्तृत जानकारी भी इस ग्रंथ में दी गई है।
- प्रौढ़, सतत् और आजीवन शिक्षा के गतिशील एवं प्रयोगवादी ढांचे से सम्बन्धित भारत तथा विदेशों के अधुनातन सैद्धांतिक पक्षों, कार्य पद्धतियों एवं रणनीतियों का समावेश करके उनके नवीनतम स्वरूप को इस ग्रंथ में प्रस्तुत किया गया है।
- प्रौढ़ और आजीवन शिक्षा की गतिविधियों को प्रभावी ढंग से आयोजित एवं संचालित करने की अद्यतन जानकारी देने वाला यह ग्रंथ शासकीय और अर्धशासकीय अभिकरणों; राज्य संसाधन केन्द्रों; स्वयंसेवी संगठनों; जिला साक्षरता समितियों; जन शिक्षण संस्थानों; विश्वविद्यालयों एवं परास्नातक महाविद्यालयों के शिक्षा संकायों, समाजकार्य विभागों तथा प्रौढ़, सतत् एवं प्रसार शिक्षा विभागों; उच्च शोध संस्थानों; नेहरु युवा केन्द्रों; सार्वजनिक पुस्तकालयों; आदि के लिए अत्यंत उपयोगी है।

ग्रंथ का मूल्य : रु 750/-\*

आदेश के लिए सम्पर्क करें:-

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\*पुस्तक खरीदने हेतु संलग्न क्रयादेश पत्र भरकर भेजें।

क्रयादेश पत्र  
(प्रौढ और आजीवन शिक्षा ग्रंथ के लिए)

प्रशासनिक अधिकारी  
भारतीय प्रौढ शिक्षा संघ  
17-बी, इन्द्रप्रस्थ एस्टेट  
नई दिल्ली - 110002

कृपया मुझे डा. मदन सिंह द्वारा लिखित पुस्तक  
"प्रौढ और आजीवन शिक्षा" मूल्य  
रु ..... की ..... प्रतियां रजिस्टर्ड  
डॉक अथवा कोरियर से यथाशीघ्र भिजवाने की  
व्यवस्था करें।

नाम \_\_\_\_\_

पूर्ण पता \_\_\_\_\_

(पिन कोड \_\_\_\_\_

सहित) \_\_\_\_\_

फोन: एसटीडी सं. .... फोन सं. ....

मैं संलग्न कर रहा हूँ

बैंक ड्राफ्ट रु. ( )

भारतीय प्रौढ शिक्षा संघ, नई दिल्ली के पक्ष में।

दिनांक

हस्ताक्षर

**No funds for higher education  
unless HRD agrees to 'reforms'  
Inter-Ministerial Working Group  
to prepare agenda**

HRD Minister Arjun Singh may not like it. But a heavy dose of reform is inevitable in higher education from the XIth Five Year Plan onwards. And any Central assistance, particularly funding, would be linked with this high dose of reform being implemented.

According to the plan approved by the Union Cabinet, the Planning Commission is setting up an Inter-Ministerial Working Group (IMWG) to work out the finer details of this reform agenda in higher education.

HRD sources said IMWG is likely to be set up before the National Development Council (NDC) meeting next month.

The Ministry has been told that when the plan is flagged off after the NDC meeting in December, the Planning Commission will not compromise on the reform agenda.

"All Central assistance will be linked with implementation of strong reform aimed at restructuring higher education."

According to HRD sources, the reform will cover a vast area of admission, revision in curricula, examination system, teaching methods, quality of faculties, teacher training, appointment of Vice-Chancellors and research and development.

Education experts in Prime Minister's Office had earlier suggested that appointment of V-Cs should be on the basis of merit and not on the any other consideration.

The IMWG, according to the agenda, will propose introduction of Common Entrance Test (CET) or a similar form of test in admissions in Central Universities in the first phase of reforms.

The agenda will also ensure that the Central universities evolve a system of "continuous internal evaluation of students".

The reform process, the HRD sources said will not leave institutions like UGC untouched as suggested by Prime Minister-appointed National Knowledge Commission.

The reform agenda also is set to get more focused on the issue of quality teachers with introduction of a process of continuous upgradation of teachers' capabilities.



# RESULT OF ELECTION OF COUNCIL (INSTITUTIONAL) MEMBERS OF THE INDIAN ADULT EDUCATION ASSOCIATION

17-B, IP ESTATE, NEW DELHI - 110 002

S. No.	Name	Institution			
			29.	Shri Prafulla Nagar	Rajasthan Vidya Peeth Kul
1.	Shri PK Bajpayee	Udaipur School of Social Work, Rajasthan Vidyapeeth	30.	Ms. Nirmala Nuwal	Haribhau Upadhaya Mahila Shiksha Mahavidyalaya
2.	Shri RK Bajpayee	JSS, Kanpur	31.	Shri SK Pandey	MP Rashtrabhasha Prachar Samiti, Bhopal
3.	Shri Kailash Barod	Asha Kala Kendra	32.	Shri RC Patidar	Asha Kala Kendra, Ucha Madhyamik Vidyalaya
4.	Shri AL Bhargava	Open School Deptt. Asha Kala Kendra	33.	Shri Ramlal Patidar	Ma Umia Patidar Kanya Uchta Madhyamik Vidyalaya, Umiadham
5.	Ms. Rajashree Biswas	Paschim Banga Nirakharata, Duikaran Samiti	34.	Shri Prabhu Prasad	Baideshi Devi Mahila Kalyan, Bihar
6.	Dr. HS Chandalia	MV Shramjeevi College	35.	Shri AH Qureshi	Nehru Vikas Mandal
7.	Shri Sudhir Chatterjee	All India Council for Mass Education and Development	36.	Shri AR Qureshi	Krishi Vikas Sangthan
8.	Shri Rajesh Choudhary	Saket Kalyan Samiti	37.	Dr. MS Ranawat	Sri Natnagar Shodh Sansthan, Sitamau
9.	Shri Ashok Dange	Saraswati Sadan, Mhow	38.	Shri Anandilal Sancheti	Community Centre, Rajasthan Vidyapeeth
10.	Shri Sushil Kumar Dashora	Lok Shikshan Vibhag, Rajasthan Vidyapeeth	39.	Ms. Lalita Sharma	Anganwari Training Centre, Hutundi
11.	Shri Dinesh Dubey	Gyan Vikas Samiti	40.	Shri ML Sharma	Motilal Nehru Smarak Pustakalya, MP
12.	Ms. Saroj Garg	Dropdi Devi Sabarmal	41.	Shri Ramesh Sharma	Dropdi Devi Sabarmal Kanya Mahavidyalaya
13.	Dr. KR Susheela Gowda	Netaji Rural Development Trust, Sri Ranganatha Nilaya Vidya Naar	42.	Dr. Shankar Lal Sharma	Mangal Murthi, Indira Gandhi Janta College, Dabok
14.	Shri Shabir Hussain	Shramjeevi Secondary School	43.	Shri Dinesh Shukla	Janpad Vibhag, Rajasthan Vidyapeeth
15.	Shri SC Jain	Pragya	44.	Dr. Madan Singh	Institute of Education, Research and Welfare
16.	Shri YS Jhala	B. Kishan Lal Shivan Kala Kendra	45.	Prof. PP Singh	Adult Continuing Education Dept., Avadh University
17.	Shri BC Joshi	Mahatmagandhi Sansthan Bhopal	46.	Ms. Reena Singh	Shri Gurudev Umashive Manorama Devi Samaj Sanstha, Lucknow
18.	Ms. Bharti Joshi	Devi Ahilya University	47.	Shri SR Solanky	MP Adult Education Association
19.	Ms. Anita Khandelwal	Mahila Sarvangirin Vikas Samiti	48.	Shri Dwarko Sundrani	Samanway Ashram, Bodh Gaya
20.	Shri Suresh Khandelwal	Swarg Mandir Kanya Mahavidyalaya	49.	Ms. Kunda Supekar	State Resource Centre, Indore
21.	Shri Bherulal Lohar	Sabarmal S. Krishi Senior Secondary School	50.	Dr. OPM Tripathi	Deptt. Of Adult, Continuing & Extension Education, Gorakhpur University
22.	Shri Sudhakar Mansingh	Kalakunj, SRC, UP	51.	Shri GP Upadhyay	Indore Jilla Prauth Shiksha Parishad, Mhow
23.	Dr. Arun Mishra	Dept. of Adult and Continuing and Extension Education, HNB, Garhwal University	52.	Ms. Prabha Vajpayee	Rajasthan Mahila Vidyalaya
24.	Shri Anil Kumar Mishra	JSS, Lucknow	53.	Ms. Asha Verma	RC Jall Law College, Mhow
25.	Shri Biswajit Mishra	Jan Shikshan Sansthan, Angul	54.	Dr. DK Verma	Vijay Singh Pathik Shramjeevi College
26.	Ms. Rajshri Mishra	Mahila Sangh, Mhow	55.	Shri CL Yadav	Centre India Prauth Shiksha Sangh
27.	Shri Kamlesh Mishra	Vidhyarthi Vikas Parishad, Mhow	56.	Shri RC Yadav	Literacy House, Lucknow
28.	Ms. Divya P Nagar	Lokmanya Tilak College of Teacher Education			

## India lags in female literacy

India is among the bottom five countries in South and West Asia, when it comes to female literacy rate, says a new report released by the United Nations Educational, Scientific, Cultural Organisation (UNESCO).

With a mere 47.8 per cent female literacy rate, India sits at the bottom fifth position with countries like Pakistan, Nepal, Bangladesh and Afghanistan at more dismal positions.

According to the data presented in the report for the period between 1995-2005, Bangladesh's female literacy rate is 40.8 per cent, Pakistan's is 35.4 per cent, Nepal's is 34.9, and Afghanistan's female literacy rate

is just 12.6 per cent.

Also, less than 60 per cent of the total adult population of South and West Asia can read and write.

The report titled 'Education for all by 2015. Will we make it?' was released at the global literacy meet organised by the UNESCO and the ministry of human resource development (HRD).

The report says that India, Nigeria and Pakistan account for 27 per cent of the children in the world, who are not enrolled in schools.

India's education satellite Edusat, devoted to distance learning courses, is one of the saving graces in the face of a poor education scenario in this part of the world, the report says.

Calling it a revolution in distance learning, the report says that a year after its launch in 2004, "Virtual classrooms have become a reality with the connection of more than a dozen teacher-training centres and 50 government schools in Kerala."

contn. from pg. 3

Declaration were presented by Dr. V. Mohankumar. Shri Bhau Saheb provided guidance and Prof. B.S. Garg gave his blessings. Valedictory address was given by Shri Kailash Chandra Pant and the presidential address was delivered by Shri K.C. Choudhary. Dr. Madan Singh presented a vote of thanks.

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TO

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