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भारतीय प्रौढ़ शिक्षा संघ के शैक्षिक प्रयासों की मानव संसाधन विकास मंत्री द्वारा सराहना

अवसर एक शुभकामना मिलन का था। विगत ९ जनवरी २००८ को भारतीय प्रौढ़ शिक्षा संघ के अध्यक्ष श्री कैलाश चौधरी और महासचिव डा० मदन सिंह नववर्ष के उपलक्ष्य में भारत सरकार के मानव संसाधन विकास मंत्री श्री अर्जुन सिंह से मिले और संघ की ओर से नव वर्ष पर उन्हें हार्दिक शुभकामनाएं अर्पित की। इस अवसर पर पूर्व संसद सदस्य श्री रामेश्वर नीखरा भी उपस्थित थे। संघ के अध्यक्ष श्री कैलाश चौधरी ने माननीय मंत्री श्री अर्जुन सिंह को वे तमाम अवसर जब-जब प्रौढ़ शिक्षा संघ को उनका आशीर्वाद और सहयोग प्राप्त हुआ था - उनकी याद दिलाते हुए संघ के नवीन



प्रकाशनों की प्रतियां भेंट की। श्री चौधरी के यह बताने पर की इन प्रकाशनों में से अंग्रेजी जनरल 'इंडियन जनरल ऑफ एडल्ट एजुकेशन' प्रकाशन भारतीय प्रौढ़ शिक्षा संघ विगत ७० वर्षों से निर्बाध रूप से प्रकाशित कर रहा है और यह पूरे विश्व में इस क्षेत्र की पुरोधा पत्रिका है, माननीय

मंत्रीजी ने प्रसन्नता व्यक्त की। उन्होंने उनमें रुचि दिखाई। उन्होंने शुभकामनाएं दी और कहा कि मेरी इच्छा है कि संघ के सभी शैक्षिक प्रयास हर स्तर पर सार्थक सिद्ध हों।

इस अवसर पर श्री कैलाश चौधरी ने संघ के महासचिव डा० मदन सिंह द्वारा लिखित और संघ की वर्ष २००८ की नवीनतम प्रकाशित पुस्तक 'प्रौढ़ और आजीवन शिक्षा' की प्रति भी माननीय मंत्रीजी को भेंट की।

अध्यक्ष और महासचिव की श्री भास्कर चटर्जी से भेंट



भारतीय प्रौढ़ शिक्षा संघ के अध्यक्ष श्री कैलाश चौधरी तथा महासचिव डा. मदन सिंह ने भारत सरकार के ग्रामीण विकास मंत्रालय में अपर सचिव श्री भास्कर चटर्जी से भेंट की और उन्हें भारतीय प्रौढ़ शिक्षा संघ की ओर से नव वर्ष की शुभकामनाएं प्रदान की। श्री चौधरी ने इस अवसर पर श्री चटर्जी को भी डा० मदन सिंह द्वारा रचित पुस्तक 'प्रौढ़ और आजीवन शिक्षा' की एक प्रति भेंट की।

अपर सचिव महोदय ने प्रौढ़ शिक्षा साहित्य का अवलोकित किया और संघ को अपनी शुभकामनाएं दी।

Dr. K.S. Pillai – A Vibrant Memory

Dr. K. Sivadasan Pillai better known as Dr.K.S. Pillai who was long associated with the Indian Adult Education as one of its Vice President and as a member of Editorial Board of the Indian Journal of Adult Education has turned into a vibrant memory which will last long in all those who had the opportunity to come close to him either as his students or as his fellow travelers in the field of adult/continuing education. He passed away in the evening of 7-11-2007 after being in hospitals as indoor patient for more than two months. Sodium level of his blood had gone down. All expertise of the doctors in two reputed hospitals of Trivandrum failed to cure him, to save his life. He was only 73. Our society could have gained more from his experienced intellect and social commitment had he lived longer. Still, contribution he could make to our society, especially in the field of adult literacy and continuing education will remain unparalleled. He authored about thirty books, produced about 30 Ph.Ds and mostly in adult education and was instrumental in establishing the Centre of Adult and Continuing Education in the University of Kerala. Also he was one of the founders of the Kerala Association for Non-Formal Education which could make deep-rooted impact in the villages of Kerala.

My acquaintance with Dr. K.S. Pillai started in 1970 or so when both of us were members of the Functional Literacy Expert Committee of Kerala Grandha Sala Sanghom, now known as Kerala State Library Council. The Sanghom then had two very

committed social workers at its pivot; Sri P.T. Bhaskara Panicker as its President and Sri P.N. Paniker as its Secretary. After conducting a literacy survey, the Sanghom had started a Pilot Project of functional literacy in two districts of Kerala with the help of Government of India. Among the members of the Functional Literacy Expert Committee, Dr. K.S. Pillai was the most active and dynamic. He had undergone one year post doctoral training in Adult Education at the University of London and was writing purposely on the subject, both in Malayalam and in English. I remember the long evenings we spent in the cabin of P.N. Panicker, discussing, planning various training programmes, awareness campaigns, writers' workshops etc. for giving momentum to the illiteracy eradication movement in Kerala. Among those who participated in the discussion were Sh. N.V. Krishna Warriar, prominent poet and journalist; Prof. A.G.G. Menon then Professor of Extension, Kerala Agricultural University, Dr. K. Madhavan Kutty, then Principal, Government Medical College, Trivendrum Dr. N. Balakrishnan Nair, eminent Scholar of Marine Biology, Dr. Haridas, then Field Advisor, NCERT etc.

I came closer to Dr. K.S. Pillai when I could participate alongwith him in a two weeks workshop organised at Hyderabad under the auspices of Andhra Mahila Sabha. Both were deputed to the workshop by the Kerala Grandha Sala Sanghom. Dr. C.D. Deshmukh and Smt. Durgabai Deshmukh were holding the reigns of the Andhra Mahila Sabha. The workshop

imparted some skills in preparation of Adult Literacy Primers also.

On return from the workshop. Dr. K.S. Pillai prepared a Primer of Adult Literacy in Malayalam in two parts which was widely adopted in the literacy centres of the Kerala Grandha Sala Sanghom. I could get the opportunity to prepare Instructor's guidebooks for using both the primers. Dr. K.S. Pillai used to travel widely throughout length and breadth of Kerala alongwith P.N. Panicker and P.T. Bhaskara Paniker, for conducting training for village level literacy workers, conducting literacy rallies, organizing literacy exhibitions etc. etc. I also accompanied them on several occasions.

Before joining the Functional Literacy Expert Committee of the K.G.S. Sanghom I had undergone a three months residential course at the Literacy House, Lucknow in its school of communication. Dr. (Mrs.) Wealthy H. Fisher used to address the morning prayer assemblies. Dr. H.S. Bhola was the Head of the School of Communication. Though ours was a workshop on writing for neo-literates, we got sufficient opportunities to acquaint ourselves with the multifarious activities of the great institution founded on the inspiration imbibed by Mr. Wealthy H. Fisher from Mahatma Gandhi. The academic background, though insignificant helped me much to have in depth discussions with Dr. K.S. Pillai on matters concerning adult literacy. Though he was bit younger to me in age, I always considered him as my Guru in Andregogy.

Though the very effective literacy work of the K.G.S. Sanghom
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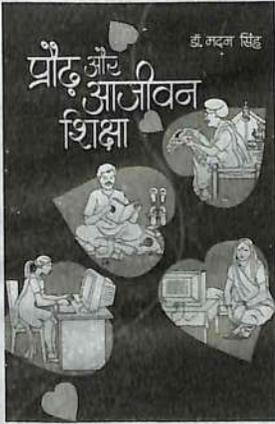
प्रौढ़ और आजीवन शिक्षा

— 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/-*

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Dr. K.S. Pillai...

could earn even a UNESCO award, the functional literacy expert committee became almost defunct when the administration of the Sanghom was taken up by the State Government P.N. Panicker was no more its Secretary. This situation gave birth to a new non-governmental organization known as Kerala Association for non-formal education (KANFED). It was more or less an offshoot of the functional literacy expert committee as Dr. K.S. Pillai often used to refer. Dr. K.S. Pillai gave much of life for this Association in various capacities as a founder member, also its Secretary (Finance), as Honorary Chief Editor of its fortnightly journal in Malayalam entitled Anoupa Charika Vidyabhasans etc. His contact with German Adult Education Association helped the Association to get substantive grant for publication of books etc. It was due to the relentless efforts of Dr. Pillai that the Resource Centre could be started as a project of KANFED, which had to be delinked from it later. If KANFED could prepare the ground for total literacy campaign of Kerala, it owes much to the intellectual input from Dr. K.S. Pillai.

Dr. Pillai could play very important role in the programmes implemented by Kerala Saksharata Mission and Kerala State Resource Centre. It was mainly due to his insight and initiative that the equivalency programme of Kerala State Literacy Mission could advance far ahead.

Let us remain inspired by the vibrant memories of Dr. K.S. Pillai, a stalwart in the realm of Adult Literacy.

K.G. Balakrishna Pillai

Education Should Be A Right

Finance Minister should come to terms with 86th amendment

Why is the Centre, otherwise keen to promote education, dragging its feet on implementing the 86th amendment to the Constitution, enacted five years ago? The 86th amendment adds a new Article 21A to the Constitution that says: "The state shall provide free and compulsory education to all children of the age of six to 14 years in such manner as the state may, by law, determine". This makes the right to education a fundamental right for children in this age group.

Simultaneously, in Article 45 the Directive Principles of State Policy on providing free and compulsory education to all children in the age group 0-14 years was rewritten limiting this provision to the age group 0-6 years.

A new fundamental duty was added making it mandatory for all parents to send their children to school when they are six to 14 years of age. The amendment Bill was passed unanimously and without debate in both the houses of Parliament. Yet, many were dissatisfied for various reasons. One of the reservations expressed against the amendment was the artificial partition of our child population into the age groups zero to six and six to 14. Another was the clause that all parents, even the poorest, would be held accountable for not sending their children to school.

But hardly anyone would have anticipated the complete anticlimax that was to follow: many state governments are now

opposing the notification of the amendment fearing that would by law compel even poorer states to bear the main burden of the fundamental right to education.

It appears that states have played a role in holding up the notification of the amendment. Their opposition is not easy to understand. They have not run into major financial problems. The last five years have seen high economic growth, with the Sensex rising to dizzy heights.

The enthusiasm for education is on the rise. There is brave talk of putting up 900 brand new universities, as recommended by the Knowledge Commission. Prime Minister Manmohan Singh, normally down-to-earth, is known to have put on his wish list 90 new universities. The more conservative Planning Commission agreed to consider up to 30 universities at its last sitting.

This keenness to fund new centres of excellence should not be taken to mean that India is partial to the higher education sector. Public investment in school education is also going to shoot up. The prime minister has been supportive of Sarva Shiksha Abhiyan (SSA).

He stood firm by the financial formula for implementing SSA, which said, "The assistance to the states will be on an 85:15 sharing arrangement during the IX Plan, 75:25 during the X Plan and 50:50 thereafter". This meant now on it would be 50:50 until the completion of SSA.

Since many states are in no position to sustain SSA at this ratio it almost appeared that withdrawal of SSA was in sight. But thanks to Singh's intervention, the cabinet has changed the ratios to 65:35 for 2007-09, tapering it down to 50:50 only in 2011-12. Simultaneously, a very substantial increase in the allocation for SSA was announced.

Given this backdrop, why is the Centre dithering over notifying a constitutional amendment passed unanimously in each house? Our political leaders are in the habit of making positive-sounding promises under the protective cover of a distinction in the Constitution between fundamental rights and the directive principles of state policy. Governments cannot be taken to court for violating a promise to the people, unless they have abridged a fundamental right. It appears that opponents of the 86th amendment let it pass, deciding that it had a built-in loophole.

When it was found a large number of states were against the 86th amendment being notified the prime minister constituted a high level group (HLG) under the chairmanship of the human resource development minister to reconsider the implications of the proposed Act. The other members were the finance minister, deputy chairman of the Planning Commission and chairman, prime minister's Economic Advisory Council. The prime minister himself stood firm, saying, "The

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Male-female gap in literacy widening: UN report

The male-female gulf in literacy rates in Asia and Africa seems to be widening, says a UN report. In India, more than half of young women aged 15-19 years have no primary education.

'In India, the proportion of girls enrolled in primary education rose from 84 to 96 percent between 1998 and 2002. Nevertheless, many countries, particularly those in South Asia, still have a long way to go to achieve gender parity in education,' says the report titled 'World Youth Report 2007'.

'Poverty is a major barrier to schooling. When poor parents need to make a choice, girls tend to be excluded first from attending school. The gap between male and female literacy rates in Asia and Africa appears to be widening.'

The report focuses on challenges in youth development in Asia, Latin America, Sub-Saharan Africa, the Middle East and North Africa, small-island developing states, countries with economies in transition and developed market economies.

One major finding is that the 1.2 billion people between the ages of 15 and 24 years in 2007 — who constitute 18 percent of the world population— are the best educated youth generation in history and are a tremendous resource for national development.

Of the global youth labour force of 633 million, some 353 million (55.7 percent) lived in Asia.

'Among the most important factors that will influence whether and how Asian economies continue to benefit from their

sizeable youth population is how much of an opportunity youth have to develop their potential through education, decent employment opportunities and adequate health care.'

Further, Asia is a major receiving and sending region of migrants as job opportunities outside home communities and countries have encouraged millions of young Asians to become mobile on both a permanent and non-permanent basis.

Opportunities for migration to Organisation for Economic Cooperation and Development (OECD) countries have increased for highly skilled Asian youth, resulting in considerable outflows of the most qualified and brightest young people in many countries, says the report

With 29 percent of the global total of those studying outside their home country, East Asia and the Pacific contribute the largest group of students studying abroad. China accounts for 14 percent of all mobile students.

'Compared with other regions, globalisation has arguably had the most impact on the rapidly growing Asian economies. In addressing the challenges and opportunities related to globalisation and education in Asia,' the report notes.

'The openness of these economies and the exposure to foreign goods, services and information has significantly changed the lives, values and culture of many young Asians.'

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Education should be a right...

Centre will adopt a model Bill on right to education". But it appears HLG may think otherwise, being unsure of a central legislation that puts the onus of financing mainly on states.

Taking the line of least resistance, the finance minister may believe that shelving the amendment would be cost-effective. Similarly, Planning Commission may think it would be more efficient to support elementary education through tailored central schemes rather than through an omnibus central law.

But HLG and the state governments should understand that shelving the 86th amendment would actually be more expensive for the Centre or the states, thanks to a Supreme Court ruling. In deciding a writ petition by J P Unnikrishnan and others against the state of Andhra Pradesh in 1993 the Supreme Court for the first time read Article 45 (Directive Principles of State Policy) along with Article 21 (Fundamental Rights). It ruled that the right to education was a fundamental right, flowing from the right to life itself. This judgment stays put as the law of the land at least until the 86th amendment is notified.

States may resist a central legislation that will force them to bear the cost of education of children aged 6-14 years. But shelving the amendment, apart from the obvious moral cost of such action, keeps the state's current constitutional burden much bigger and more intractable over the age group 0-14 years.

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नव वर्ष : एक स्नेहिल शुरुआत

व्यक्ति के जीवन में कई ऐसे लम्हे आते हैं जब कोई बात, विचार या एहसास उसे भाव विभोर कर जाती है। ऐसे में व्यक्ति उस एहसास को और उससे उपजी अपनी भावविह्वलता को व्यक्त करना चाहता है। उसे अपने प्रियजनों के साथ बांटना चाहता है। स्वयं खुश होता है और सबको खुशी में शामिल करना चाहता है। कुछ ऐसा ही हुआ कवि हृदय डा० जयपाल तरंग के साथ। डा० तरंग भारतीय प्रौढ़ शिक्षा संघ के साथ विगत कई वर्षों से जुड़े हैं। अपने वर्तमान अध्यक्ष श्रद्धेय कैलाश चौधरी के शब्दों में कहें तो जिस भारतीय प्रौढ़ शिक्षा संघ के इतिहास को भारत में प्रौढ़ शिक्षा के इतिहास की आख्या दी जाती है डा० तरंग उन चंद लोगों में हैं जो विगत ४० वर्षों से उसकी विकास-यात्रा के साक्षी हैं।

गत ९ जनवरी २००८ को डा० तरंग नववर्ष के उपलक्ष्य में भारतीय प्रौढ़ शिक्षा संघ के अपने सहकर्मियों, संघ के दिन-प्रतिदिन विस्तीर्ण होते कार्यों एवं योजनाओं को अपना साधुवाद और आशीर्वाद देने हेतु संघ के नई दिल्ली स्थित कार्यालय में पधारे। इस अवसर पर उन्होंने अपनी उसी भाव विह्वलता को शब्द दिया जो वर्तमान अध्यक्ष श्री कैलाश चौधरी और महासचिव डा० मदन सिंह को समर्पित कविताओं के रूप में व्यक्त हुआ। डा० तरंग ने श्री चौधरी और डा० सिंह के

व्यक्तित्व, उनकी कार्यशैली और उन दोनों के नेतृत्व में भारत में प्रौढ़ शिक्षा के कार्य को विस्तार लेते देखा है। श्री कैलाश चौधरी के बारे में भाव व्यक्त करते हुए डा० तरंग कहते हैं "प्रौढ़ शिक्षा संघ के तुम गौरवी सिरमौर, याद सदियों तक रहेगा आपका यह दौर।" डा० तरंग श्री चौधरी के संघर्ष और सेवावृत्ति को रेखांकित करते हुए लिखते हैं "आपदाओं से सुरक्षित यह



हमारा संघ, धीरता के साथ वीरता से लड़ी तत्पर जंग।" वह प्रौढ़ शिक्षा संघ के अध्यक्ष महोदय के स्नेहशील व्यक्तित्व की अनुभूति को रेखांकित करते हुए कहते हैं "विष दिया जिसने उसे भी दिया आपने अमृत चोल।"

डा० तरंग ने महासचिव डा० मदन सिंह की कार्यकुशलता और कार्यशैली को भी करीब से देखा है। वे लिखते हैं "अनुशासन संदर्भ समर्पित, विरल प्रबंधन की महिमा, अकादमिक के विवेक बल में

प्रौढ़ शिक्षा-दर्शन गरिमा।" डा० तरंग डा० मदन सिंह के नेतृत्व में प्रौढ़ शिक्षा जगत के संस्थाओं के सफल संचालन की ओर इशारा करना नहीं भूलते। उनकी लेखनी कह उठती है "संस्थाओं की सफल-यात्रा होती जिनके प्रभाव से, मनमोहक व्यक्तित्व 'मदन' का, कथनी-करनी ऐक्य भाव से।" डा० तरंग ने महासचिव श्री सिंह के जुझारूपन, स्वतः स्फूर्त कार्ययोजना और सबको साथ लेकर आगे बढ़ने के भाव को भी बखूबी रेखांकित किया है। वे लिखते हैं "निपट अपरिचित बेगानों के अंतरमन में छा जाते, विपदाओं के कठिन दौर में लक्ष्य सुरक्षित पा जाते।"

भारतीय प्रौढ़ शिक्षा संघ के नई दिल्ली स्थित कार्यालय में आयोजित इस स्नेहसिक्त कार्यक्रम में सभी कार्यकर्ताओं ने भाग लिया। इस अवसर पर बोलते हुए डा० मदन सिंह ने डा० तरंग के सक्रिय जीवन के तकरीबन ८० वर्ष पूरे होने पर सभी की ओर से असंख्य शुभकामनाएं दी और आशा व्यक्त की कि वे जीवन पर्यन्त इसी रूप में शिक्षा और साहित्य जगत में एक युवा की तरह सक्रिय रहेंगे। संघ के अध्यक्ष श्री कैलाश चौधरी ने भगवान से उनके सहज, स्नेहमय और सक्रिय उपस्थिति के लिए प्रार्थना की।

बी. संजय

सम्पादक

भारतीय प्रौढ़ शिक्षा संघ

*Indian Adult Education Association Wishes You A
Happy and Prosperous NEW YEAR 2008*

शिक्षा के क्षेत्र में इस साल रहा जबरदस्त उतार चढ़ाव

देश के शिक्षा क्षेत्र ने २००७ में जबरदस्त उतार चढ़ाव देखे। आईआईएम और आईआईटी में अन्य पिछड़ा वर्ग के छात्रों को आरक्षण देने की केंद्रीय मानव संसाधन विकास मंत्रालय की मुहिम को झटका भी लगा लेकिन इसने विस्तार की योजना बना ली।

अर्जुन सिंह के नेतृत्व में केंद्रीय मानव संसाधन विकास मंत्रालय की महत्वकांक्षी योजनाओं में अन्य पिछड़ा वर्ग के छात्रों को केंद्रीय उच्च शिक्षा संस्थानों में २७ फीसदी आरक्षण मुहैया कराना प्रमुख था। इस मामले के सुप्रीम कोर्ट में पहुंचने से मंत्रालय को गहरा झटका लगा। आरक्षण को चुनौती देने वाले मुद्दे पर कई दिनों तक सुनवाई के बाद अदालत ने अपना आदेश सुरक्षित रख लिया। लेकिन सिंह ने इसे झटके के तौर पर नहीं लिया। उन्होंने कहा की ओबीसी छात्रों को उच्च शिक्षा संस्थानों में आरक्षण अत्यंत जरूरी है। सिंह ने कहा था कि हमें सुप्रीम कोर्ट को यह समझाना चाहिए कि भारत क्या चाहता है और पूरे समर्पण के साथ इस क्षेत्र में क्या प्रयास किए जा सकते हैं।

आईआईएम और उच्च शिक्षा के संस्थानों में इस साल प्रवेश प्रक्रिया में विलंब हो गया क्योंकि मानव संसाधन विकास मंत्रालय ने उन्हें आरक्षण योजना पर अमल फिलहाल रोकने के लिए कहा था। आरक्षण समर्थक वर्ग ने इस पर आलोचना शुरू कर दी तो दूसरी ओर सुप्रीम कोर्ट से राहत मिलने के आसार नजर नहीं आए। यह साल ओबीसी

छात्रों के लिए आरक्षण के बिना ही गुजर गया। आरक्षण का मुद्दा अखबारों की सुर्खियों में आने के बीच प्रधानमंत्री मनमोहन सिंह ने कहा कि सरकार शिक्षा के क्षेत्र को तवज्जो देती रही है। प्रधानमंत्री मनमोहन सिंह ने तब एक खाका तैयार किया और उच्च शिक्षा क्षेत्र के उन्नयन व विस्तार के लिए विभिन्न योजनाओं के पूरे होने की समय सीमा तय कर दी।

प्रधानमंत्री ने योजना आयोग को अपने संबोधन में कहा कि हम विकल्पों पर हमेशा चर्चा नहीं कर सकते। हमें इस मुद्दे के महत्व को समझ कर काम करना होगा और समय सीमा तय करनी होगी तभी हमें जमीनी परिणाम मिलेंगे। आयोग ११वीं पंचवर्षीय योजना में शिक्षा संबंधी बजट तय कर रहा है। ११वीं योजना के लिए तैयार किए गए प्रारूप में शिक्षा के क्षेत्र को खास महत्व दिया गया है। इसके लिए प्रस्तावित आबंटन में कुल बजटीय प्रावधान के १९.३६ फीसद की वृद्धि की गई है जो पिछली योजना में ७.६३ फीसदी था।

केंद्र सरकार ११वीं योजना में शिक्षा पर पौने तीन लाख करोड़ रुपए खर्च करेगी जबकि पिछली योजना में उसका व्यय ६२ हजार २३८ करोड़ रुपए था। सरकार ने ११वीं योजना में प्राथमिक, माध्यमिक और उच्च शिक्षा क्षेत्र के विकास के लिए भी योजना बनाई है जिसमें नए आईआईटी, आईआईएम और दूसरे विशेष कालेजों की स्थापना शामिल है। विस्तृत योजना में छह हजार उच्च

स्तरीय माडल स्कूल, ३० केंद्रीय विश्वविद्यालय, सात आईटीआई, पांच आईआईएम, भारतीय विज्ञान शिक्षा व अनुसंधान संस्थानों की स्थापना करना शामिल है। इस साल शिलांग में सातवां आईआईएम खोला गया।

२००७ के दौरान सरकार ने आईआईएम संस्थानों के कामकाज की समीक्षा के लिए मारुति के पूर्व प्रबंध निदेशक आरसी भार्गव की अध्यक्षता में एक समिति भी गठित की। सरकार उच्च शिक्षा के गैर वित्तपोषी संस्थानों में आरक्षण व देश में विदेशी शिक्षा के संस्थानों के प्रवेश व संचालन के नियमन के लिए एक विधायी प्रस्ताव पर भी विचार कर रही है। प्राथमिक शिक्षा के क्षेत्र में सर्वशिक्षा अभियान की प्रगति संतोषजनक रही। आंकड़ों से पता चलता है कि २००१-०२ में स्कूल न जाने वाले छह से चौदह साल की उम्र के बच्चों की संख्या तीन करोड़ २० लाख थी जो २००७ में करीब ७५ लाख रह गई है। बहरहाल यूनेस्को की हाल ही में जारी रिपोर्ट में भारत के संदर्भ में कुछ चिंताजनक आंकड़े दिए गए हैं। इसमें निरक्षरता उन्मूलन के प्रयासों में पीछे रहने वाले देशों में भारत को शामिल किया गया है। २००८ की एजुकेशन फार आल ग्लोबल मानिटरिंग रिपोर्ट में २०१५ तक सर्वव्यापी साक्षरता का लक्ष्य हासिल करने के लिए प्रयासरत देशों की प्रगति का जिक्र है।



'Private schools can't bridge education gap'

For corporate India looking at education as the next big investment destination and claiming to work towards making right to education a reality, a big piece of advice came from Nobel laureate Amartya Sen.

He made it clear that deficiency in education and health could not be met by the expansion of private schools. Sen, after listening to a few speakers bemoaning the lack of infrastructure and government's failure, said corporate India should not see education merely as creation of labour force for itself.

Sen was also critical of the voucher system and said, "Public education is as indispensable as public health care, no matter what

supplementary role private schools and private medical care can play."

Speaking at a CII meeting on Right to Education, Sen gave the instance of Japan's Fundamental Code of Education of 1872 that stressed on the state's role in providing education to citizens. It resulted in the country becoming fully literate by 1910 and by 1913, Japan was publishing more books than UK and twice than US.

Sen hoped that the PM would finish the agenda of reforms by putting huge public investment in education, a task left unfinished by him as finance minister under P V Narasimha Rao.

"There was governmental overactivity in areas where it could achieve little and underactivity in

constructive public functions in which it could achieve a great deal, but was not doing much," he said. □

contrn. from pg. 5
Male-female gap...

While globalisation has fostered the coexistence of affluence and poverty it has widened inequalities within and between countries.

"While many young people benefit from increased education options and from the new industries that moved to Asia, others continue to be restricted by inadequate schooling and poverty and are outside the reach of the basic information, goods and services that have become available with globalisation." □

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आईएए टीम द्वारा एडुसेट केन्द्रों का अध्ययन

भारतीय प्रौढ़ शिक्षा संघ की दो टीमों ने हाल ही में देश के छः एडुसेट केन्द्रों का दौरा किया। प्रथम टीम का नेतृत्व आईएए के निदेशक डा. मोहन कुमार कर रहे थे। इस टीम ने क्रमशः कोयम्बटूर, एस.डी.एम कॉलेज उजरै, इ.एम.एम.आर.सी. मणिपुर विश्वविद्यालय और अकादमिक स्टाफ कालेज, गुवाहाटी विश्वविद्यालय का दौरा किया। दूसरी टीम में प्रौढ़ शिक्षा संघ के सलाहकार श्री प्रेम चन्द और सम्पादक श्री बी. संजय शामिल थे। इस टीम ने

क्रमशः राष्ट्र संत तुकड़ोजी महाराज नागपुर विश्वविद्यालय के अंतर्गत यूजीसी अकादमिक स्टाफ कॉलेज और एजुकेशनल मल्टीमीडिया रिसर्च सेण्टर (ई.एम.एम.आर.सी) गुजरात विश्वविद्यालय, अहमदाबाद का दौरा किया। गौरतलब है कि उच्च शिक्षा में गुणवत्ता को बढ़ावा देने के उद्देश्य से इसरो और यूजीसी एडुसेट कार्यक्रम के माध्यम से देशभर में कई "अप्रत्यक्ष कक्षा" केन्द्रों के संचालन का कार्य कर रही हैं। इसरो के डेवलपमेंट

शेष पृष्ठ ७ पर

'हम भारतीय' राष्ट्रीय शिविर में महासचिव ने प्रतिभाग किया

गत ०१-०२ फरवरी २००८ को राष्ट्रभाषा प्रचार समिति, वर्धा द्वारा गांधी आश्रम, सेवाग्राम, वर्धा में 'हम भारतीय' विषय पर दो दिवसीय राष्ट्रीय शिविर का आयोजन किया गया। इस शिविर में शिविर के राष्ट्रीय संयोजक श्री कैलाश चन्द्रजी पंत के आमंत्रण पर भारतीय प्रौढ़ शिक्षा संघ, नई दिल्ली के महासचिव डा. मदन सिंह ने भी भाग लिया। शिविर के दो सत्रों की अध्यक्षता और संचालन का कार्य डा. सिंह द्वारा किया गया। शिविर का

उदघाटन १ फरवरी २००८ को श्री मधुकर रावजी चौधरी, पूर्व विधानसभा अध्यक्ष, महाराष्ट्र एवं सम्प्रति अध्यक्ष, राष्ट्रभाषा प्रचार समिति वर्धा द्वारा किया गया। दो दिन व्यापी इस शिविर में 'हम भारतीय' विषय के सप्त कार्यक्रमों पर गहन चर्चा हुई। देश के विभिन्न राज्यों एवं केन्द्र शासित प्रदेशों से आये इस अभियान से जुड़े विचारकों और कार्यकर्ताओं ने चर्चा में अपना सक्रिय सहयोग दिया। इस राष्ट्रीय

शेष पृष्ठ ७ पर

IAEA conducts External Evaluation of CE Programme

State Literacy Mission Authority of Rajasthan assigned Indian Adult Education Association, New Delhi external evaluation of Continuing Adult Education Programmes of Sri Ganganagar and Churu districts of Rajasthan. Evaluation team of IAEA under the direction and supervision of Sh. Prem Chand, Consultant IAEA and Sh. S. C. Dua, Documentation Officer completed field work of the evaluation studies of these districts.

The team visited all the 9 Panchayat Samitis (Blocks) of Sri Ganganagar district and 6 Panchayat Samitis of Churu district in connection with these two studies. 50 CECs and 5 NCECs in each district formed the sample of the study.

Education push for minorities

The HRD Ministry is expected to tell the National Minority Education Committee (NMEC) that 88 districts dominated by people from minority communities will get priority in the allocation of 6,000 new model senior secondary schools to be opened in the next five years.

Six months after the cabinet adopted the Sachar Committee report, the NMEC would be reviewing implementation of the panel's recommendations by various Central Government Departments. Ministries have been asked to submit a status report on implementation of the Sachar panel recommendations at a meeting.

The NMEC has called a meeting of representatives of the minority communities to take stock of government programmes for them and seek their suggestions for more inclusive growth. This will be the first review of the

Sachar panel recommendations by a government agency.

The 6,000 new schools are to be opened in each block of the country in a bid to improve the quality of education at the school level. The HRD Ministry has already allocated huge funds under the Sarva Shiksha Abhiyan (SSA) to improve education in schools. The programme includes new tools to improve learning levels of students.

"Each state has come out with its own model as per the local conditions," a senior ministry official said.

The ministry has also asked the state governments to fill vacancies for Urdu language teaching posts in government schools on a priority basis. The ministry estimates that about 50 percent of posts meant for Urdu teachers are lying vacant.

The states have been asked to conduct special drives to enroll

out-of-school children, especially girls, in the minority-dominated areas. The Status of School Education report of the National University for Educational Planning and Administration states that the highest proportion of out-of-school children belong to the Muslim community, the Scheduled Castes and Scheduled Tribes.

But bringing madrassas under the ambit of a board appears bleak, ministry officials admit. The ministry has failed to create a consensus on the proposal of the National Commission for Minority Educational Institutions on constituting a Central Madrassa Board on the lines of the Central Board for Secondary Education. "Several prominent Muslim leaders have not agreed to the proposal," an official said.

The meeting may also discuss schools promoted by the minority community not getting affiliation.



Sister brings girls to school in Bihar

Lilawati would have spent a lifetime grazing cattle if Sister Sudha Varghese had not come to the rescue of girls like her.

A student of Class V, Lilawati comes from a village in Danapur, Bihar. The girl from the backward Musahar community says: "We rarely got our fill (at home)."

But now, "when I get good food, I feel really happy," she says. That is because Lilawati stays and studies in Prerna Chhatravas that Sister Sudha started for poor girls.

Prerna Chhatravas is home to around a hundred girls, mostly from the Musahar community in Danapur. But the school would not have been possible, had Sister Sudha not started Nari Gunjan 20 years ago.

At Nari Gunjan, most girls are first-generation learners who have to acquire grade III-level competence before being sent to regular schools. Centre in-charge Asha Devi says: "All these girls face tremendous pressure to get married. But now they have found

the voice. Now they are role models back in their villages."

Sister Sudha, who has won a Padmashree, says: "It came in small steps. We fought inch by inch to restore their dignity and create self belief. And it came despite the open discrimination practised by people all around."

Aged between six and 16, the girls come from homes where their education is frowned upon.

Sister Sudha, who adopted the village of Jamsaut her home,

contd. on pg. 4

India-UK agree to major thrust on education

India and the UK's strategic partnership is all set to transcend their respective boundaries as they soon embark on poverty eradication projects in third countries. They are planning huge expansion in the Indian higher education sector. They have agreed on a major thrust on education and take several concrete steps in the education sector.

Prime Minister Manmohan Singh and British Prime Minister Gordon Brown signed a partnership to fight global poverty at the fourth India-UK Summit here yesterday. This partnership commits both governments to a series of joint actions to improve progress on the Millennium Development Goals, both in India and worldwide.

India and the UK will now work together in third countries where they both have a development interest. They will collaborate on improving the ability of the international system to reduce poverty and on international policies that affect the poor such as trade and climate change. This is in addition to the DFID's development programme in India of £825 million over the next three years, announced by Prime Minister Gordon Brown.

The two countries have also decided to cooperate in a big way on such diverse things as infrastructure, scientific research and education. In infrastructure, New Delhi and London agreed to take forward proposals for the establishment of a capacity building programme in India for public-private partnership in infrastructure with the UK support.

Two sides agreed on...

- To establish an education forum to work toward an early conclusion of an education partnership agreement.
- To enter into a memorandum of understanding on an India-UK Higher Education Leadership Development Programme to develop leadership skills in Indian and UK universities.
- To establish a programme, under the UKIERI, to support faculty development in key Indian universities with the participation of leading UK academics.
- To develop further student and faculty exchange programmes and partnerships with a commitment of further funding from the UK government.
- To promote pro-active links between British universities and the premier educational institutions in India, including collaborating for the establishment of at least one new Indian Institute of Technology, one new Indian Institute of Science Education and Research and one Central university proposed in the XI Five-Year Plan.

Brown announced the opening of a new research council UK (RCUK) office in India. The RCUK office in India would be launched later this year. It would be located at the British High Commission in New Delhi.

Among the successful UK-India collaborations already underway is the Chandrayaan mission - India's first mission to the moon. The UK's Science and Technology Facilities Council (STFC) is building the primary instrument for this mission, an X ray camera, that will map the moon for minerals. This will provide part of the jigsaw that will help scientists discover the true origin of the moon.

The Biotechnology and Biological Sciences Research Council (BBSRC) is also engaged in many important partnerships with India and in 2006 launched a UK-India Partnering Award scheme to build long-term partnerships that should ultimately lead to new collaborative research programmes. Early awards include the development of novel

targets for antibacterial agents against tuberculosis, computer-aided vaccine design and brassica oilseed crop improvement.

Other successful research council collaborations include joint partnerships on several international climate change programmes and a study between the Medical Research Council's Cancer Cell Unit and the Kidwai Memorial Hospital Institute of Oncology to find transitional approaches to improving cancer screening and diagnosis.

In the field of education, the two countries are planning huge expansion in the Indian higher education sector that will increase the gross enrolment ratio by 5 percentage points. A range of Central government institutions of excellence, including eight new Indian Institutes of Technology (IITs), seven new Indian Institutes of Management (IIMs), five Indian Institutes of Science Education and Research and 30 new Central universities will be established under this effort.



Decline in number of out-of-school children: Survey 'More Girls Now Going to School'

In a clear vindication of the flagship Sarva Shiksha Abhiyan making rapid strides, Pratham's Annual Survey of Education Report, 2007 — the country's only private survey of school education — has reported considerable decline in the percentage of out-of-school children in the age group of 6-14, from 6.6% in 2006 to 4.2% in 2007.

The report is based on the analysis of data collected from 562 out of 584 districts. Jammu and Kashmir is the best performing state followed by Himachal Pradesh, Punjab, Uttarakhand and Haryana. States like Kerala, Tamil Nadu and Karnataka are much lower down the order.

An interesting facet of decline in out-of-school children is that girls form a major component of it. More and more girls are now going to school.

In the age group of 7-10, the percentage of out-of-school children declined from 5.4% in 2006 to 2.8% in 2007. In the higher age categories of 11-14, out-of-school girls have come down to 7.4% in 2007 from 10.3% in 2006. Though declining, 20.8% of girls in the age group of 15-16 were out-of-school in 2007 compared to 22.6% in 2006.

Across all age categories, most children go to government schools and even a majority of private schools are government-aided. However, the report is silent on this issue.

Even the percentage of children out of pre-school facilities

like *balwadi/anganwadi* has come down significantly: from 38.8% to 24.7% for age 3, 28.1% to 18.2% for age 4, 15% to 7.4% for five year olds and 6.3% to 3.6% for age six.

Pratham carried out a learning ability test of children at five levels: reading, arithmetic, English reading level, English comprehension and problem solving. It found an increase in the learning level from the previous year.

It was found that in class I, 31.9% can read nothing, 44.2% can read letters, 17% words, 3.9% level-I text and 3% level-II text.

In class II, 11.2% cannot read anything, 31.6% letters, 34.4% words, 13.8% level-I text and 9% level-II text. The percentage of those who cannot read anything comes down from class III onwards, whereas those who can read letters, words, class I and II texts increases.

In arithmetic, 31.7% children of class I cannot do anything while 42.9% can recognize numbers from one to nine and 20.1% can identify numbers from 10 to 99. Only 3.9% of class I students can subtract and 1.5% can divide. Like reading, the learning level of arithmetic increases in higher classes.

When it comes to English reading, 60.9% of class I students cannot read capital letters, 22.9% can read capital letters, 9.4% can read small letters, 4.6% simple words and 2.2% easy sentences. But English reading improves in

higher classes. Among those who can read English from class I to VIII, the range of those who can tell meaning varies from 50.3% in class I to 67.1% in class VIII. In the same category (I-VIII), the range of those who can tell the meaning of sentences varies from 70% in class I to 86.1% in class VIII.

The report also shows that children's attendance in class I-V has remained static at 73.4% whereas the overall attendance from I-VIII increased to 75.5% from 74.8% in 2005. Even the percentage of schools with 75% and more enrolled children attending has increased marginally to 60.2% from 59.7% in 2005.

However, teacher attendance has declined from 74.6% in 2005 to 73.1% in 2007. But the percentage of schools with all teachers present has increased to 40.5% from 34.6%. And the good news is that mid-day meal coverage has increased from 74% to a whopping 91.6%. □

contn. from pg. 2
Sister brings girls ...

supports 50 educational centres in Danapur and Phulwarisharif areas with support from the government and Unicef. Around 100 girls are selected from them to study at Perna Chhatravas.

"Once some criminals told me, I would be killed the next day. I told them if they do, there will be hundreds like me to carry on with the work that they had come to hate," she said. □

Edusat network for Delhi

Chief Minister Sheila Dikshit inaugurated the Delhi State EDUSAT (Educational Satellite) Network at Delhi College of Engineering in Bawana through which the engineering colleges, polytechnics and Indian Institute of Technology, Delhi, will be interconnected.

Ms. Dikshit said the network would facilitate exchange of expertise available in technical education in these institutions and help students of engineering and management access state-of-the-art knowledge and augment their practical skills, something which was otherwise not possible due to shortage of engineering faculty.

The Chief Minister, who also interacted with students of four different polytechnics through the EDUSAT linkage facility, said the setting up of the EDUSAT network would go a long way in improving the delivery of knowledge. Besides, it would help in promoting innovations and creativity among students.

The gathering was informed that EDUSAT is an indigenously designed satellite, which is exclusively devoted to the field of education and is a path-breaking effort in the concept of tele-education. The EDUSAT Satellite can establish connectivity between urban educational institutions and the large number of rural and semi-urban educational institutions that lack necessary infrastructure. □

Raje seeks blueprint for promotion of education in Rajasthan

Rajasthan Chief Minister Vasundhara Raje has requested the Knowledge Commission to prepare a blueprint for promotion of education in the State that could be incorporated in the 2008-09 Budget. Ms. Raje also suggested that the education system be made uniform all over the country.

Knowledge Commission's Chairman Sam Pitroda, accompanied by the Members, visited Jaipur over the weekend to review the progress of education and assess the initiatives taken by the State Government. Mr. Pitroda met Ms. Raje and Education Minister Kalicharan Saraf at the State Secretariat.

Ms. Raje apprised the Commission's Members of the steps – such as introduction of English from the first standard, strengthening of libraries, employment-oriented education and establishment of Industrial Training Institutes – taken in the State in accordance with the Commission's recommendations.

Mr. Pitroda suggested that the State Government improve the standard of universities and provide autonomy to the colleges affiliated to them. He said the Knowledge Commission was working for creation of a strong infrastructure for education and restructuring of educational institutions.

Mr. Pitroda said the Commission had explored several areas such as literacy, translation, libraries, language, networking and web portals for strengthening employment-oriented, vocational, higher and distance education. □

"The allocation for education during the 11th Five Year Plan has been enhanced by five times on the Commission's recommendation," he said.

The Commission is making visits to 17 States for formulating a comprehensive action plan to implement various educational programmes and financial provisions during the 11th Plan period. Mr. Pitroda said as many as 57,000 libraries across the country would be strengthened and 500 locations connected with broadband Internet as part of these efforts. Ms. Raje, spelling out the measures taken in the State, said the standard of education had been improved through Rajasthan Education Initiative, scholarship to girls, employment-oriented training and development of libraries. While new private colleges, schools have been opened in large numbers, young students were associated with information technology through e-governance.

Commission's Member Deepak Nayar and Educational Consultant S. Raghunathan said Rajasthan, Orissa, Delhi and Andhra Pradesh had been adjudged the States making the best efforts for promotion of education.

The Deputy Chairman of the Rajasthan Livelihood Mission and former Chief Secretary, M.L. Mehta, said the rural and poor youths in the State were being given training for improvement of their skills with the larger objective of human resource development. □

सलाखों के पीछे परवान चढ़ता शिक्षा का सपना

इंदौर की सेंट्रल जेल का नजारा इन दिनों कुछ बदला-बदला है। शाम होते ही जेल की करीब ३० काल कोठरियों में ककहरे गूँजने लगते हैं। संगीन अपराधों में सजा काट रहे लोगों को भी संजीदगी के साथ सबक याद करते देखा जा सकता है।

जेल अधीक्षक संजय पांडेय ने बताया कि इन दिनों सेंट्रल जेल में करीब १३०० कैदी पढ़ाई-लिखाई में जुटे हैं। कैदियों के उत्साह को देखते हुए हमने इनकी पढ़ाई का माकूल इंतजाम करने की पूरी कोशिश की है। हर बैरक में ब्लैक बोर्ड और चाक समेत अन्य जरूरी सामान मुहैया कराया गया है। पांडे ने कहा कि इनमें से कुछ कैदियों की परीक्षाओं में अब ज्यादा दिन नहीं बचे हैं। इसलिए इनकी

पढ़ाई की रफ्तार तेज हो गई है। ये सब नए साल में तालीम का तमगा हासिल करने के लिए तल्लीनता से पढ़ाई-लिखाई में जुटे हैं।

जेल अधीक्षक ने कहा कि इस साल कैदी खासी तादाद में कक्षा पांचवीं से लेकर स्नातकोत्तर स्तर तक की परीक्षाओं में शामिल हो रहे हैं। इनमें हत्या के जुर्म में उम्रकैद काट रहे मुकेश और प्रशांत भी हैं। ये एमए पूर्वाब्धि की परीक्षा देंगे। पच्चीस बंदी जनपुरोहित बनने का परीक्षण प्राप्त कर रहे हैं तो पचास बंदियों को योग के गुरु सिखाए जा रहे हैं। उन्होंने कहा कि जेल में एक स्थायी शिक्षक की व्यवस्था है। शहर के निजी स्कूलों की कुछ शिक्षिकाएं भी मुफ्त सेवाएं देती हैं। जेल के कई पढ़े-लिखे कैदी भी

अपने साथियों को साक्षर बनाने के अभियान में जुटे हैं।

पांडे बताते हैं कि जेल में जारी इस शिक्षा अभियान के नतीजे अब नजर आने लगे हैं। उन्होंने कहा- कई कैदी पहले अंगूठा लगाते थे, अब दस्तखत करने लगे हैं। दस्तखत करते समय उनके चेहरे पर जो चमक होती है वह वाकई देखने लायक होती है। पांडे कहते हैं- सबको पता है कि अशिक्षा अपराध की बड़ी वजहों में से एक है। हम चाहते हैं कि जब ये कैदी जेल की अंधेरी कोठरी से बाहर निकलें तो इनके साथ शिक्षा का उजियारा भी हो। वैसे भी सजा का मूल मकसद व्यक्ति में सुधार ही होता है।

Delhi tops in primary education

Delhi tops the EDI for primary level. Puducherry ranks second and Kerala makes it at the third position. For composite primary and upper primary level of education, Kerala ranks first followed by Puducherry, Delhi and Tamil Nadu.

This was revealed in a report titled 'Flash statistics for elementary education in India: Progress towards Universal Elementary Education (UEE) 2006-07'. The report was released by human resource development minister Arjun Singh in an executive committee meeting of the National Mission for Sarva Shiksha Abhiyan (SSA) on Tuesday. Secretary, school education and literacy was also present.

In 2005-06, Kerala had ranked first in composite primary and upper primary levels of education. However, Delhi ranked second in 2005-06 has moved to the third position in 2006-07.

The document brought out by the National University of Education Planning and Administration (NUEPA) is the second publication on the same subject. Muslim enrollment both at the primary and upper primary levels of education is also mentioned in the document.

The document would help in tracking the progress of several states towards the Universal Elementary Education (UEE) for primary and upper primary levels

as well as for a composite look at the Elementary level of Education. The EDI will encourage states to improve their performance.

The government is focusing on districts with substantial population of Scheduled Casters, Scheduled Tribes and minorities. It is also focusing on educationally backward districts, where a large number of children don't attend school, high gender gap and large infrastructure gap exist. The EDI is developed keeping in mind the four parameters of access, infrastructure, teacher and outcome-related indicators. The index takes into account 29 variables for calculating the EDI.

राइट टू एजुकेशन की कमान पीएम ने संभाली

कांग्रेस अध्यक्ष सोनिया गांधी के फरमान के बावजूद राइट टू एजुकेशन पर गठित उच्च स्तरीय समूह के इस मसले का हल खोजने में नाकाम रहने के बाद प्रधानमंत्री मनमोहन सिंह ने अब खुद राह निकालने के लिए कमान संभाल ली है। मानव संसाधन मंत्री अर्जुन सिंह के पत्र के जवाब में प्रधानमंत्री ने अपने आवास पर उच्चस्तरीय बैठक बुलाई है। अर्जुन सिंह की ओर से कुछ दिन पहले प्रधानमंत्री को पत्र लिखकर आग्रह किया गया कि वे बताएं कि मंत्रालय इस मसले पर कैसे आगे बढ़े। मानव संसाधन मंत्रालय के उच्च पदस्थ सूत्रों ने कहा कि यह तय नहीं हो पाया है कि सरकार केन्द्रीय कानून के लिए आगे बढ़ेगी या राज्यों से एक बार फिर मॉडल एक्ट स्वीकार करने के लिए कहा जाएगा। उच्च पदस्थ अधिकारियों का कहना है कि प्रधानमंत्री को इस मसले पर उभरे मतभेद और भ्रम की वस्तुस्थिति से अवगत करा दिया गया है। गत अक्टूबर में इस मसले पर मानव संसाधन मंत्री अर्जुन सिंह की अध्यक्षता में उच्च स्तरीय समूह के अन्य सदस्यों वित्तमंत्री पी चिदम्बरम, योजना आयोग के उपाध्यक्ष मोटेकसिंह अहलूवालिया और प्रधानमंत्री के आर्थिक सलाहकार परिषद के अध्यक्ष सी रंगराजन के बीच गहमागहमी भरी चर्चा हुई थी, लेकिन सदस्यों के बीच एक राय नहीं बन पाई। इस मसले पर पहले

भी कई बैठकें बेनतीजा रही हैं। पिछली बैठक पीएम के कहने पर ही बुलाई गई थी और माना जा रहा था कि उच्च स्तरीय समूह कोई न कोई रास्ता जरूर निकालेगा। पहले राज्यों को मॉडल एक्ट भेजकर मनाने की कोशिश में विफल रहने के बाद मानव संसाधन मंत्रालय ने पूरी योजना का खाका दुबारा तैयार किया था। छ साल के लिए तीन लाख इक्कीस हजार करोड़ के बजट अनुमान को घटाकर मंत्रालय ने इसे दो लाख अठ्ठाइस हजार करोड़ पर ले आया है। अधिकारियों का तर्क है लागत में कमी का अनुमान सर्वशिक्षा अभियान के सफलता के चलते आया है।

माना जा रहा है कि योजना के दायरे में आने वाले छ से चौदह साल के बच्चों की संख्या काफी कम हो चुकी है। इसी तर्क के आधार पर वित्त मंत्रालय को मनाने की कवायद की जा रही थी, लेकिन चिदम्बरम नहीं माने। सोनिया गांधी ने बाल दिवस पर आयोजित एक कार्यक्रम में राइट टू एजुकेशन को सरकार की जिम्मेदारी बताया था।

प्रथम पृष्ठ से
'हम भारतीय'....

शिविर के दीक्षांत कार्यक्रम के मुख्य अतिथि जम्मू एवं कश्मीर के मुख्यमंत्री माननीय श्री गुलाम नबी आजाद थे, जिन्होंने गांधी दर्शन पर विस्तार से चर्चा की।

मूल्यांकन पर रायपुर में राज्य स्तरीय कार्यशाला

प्रौढ़ शिक्षा निदेशालय, मानव संसाधन विकास मंत्रालय भारत सरकार ने राज्य साक्षरता मिशन प्राधिकरण छत्तीसगढ़ एवं राज्य संसाधन केन्द्र छत्तीसगढ़ के सहयोग से सतत शिक्षा कार्यक्रम के मूल्यांकन पर एक तीन दिवसीय राज्य स्तरीय कार्यशाला का आयोजन रायपुर में किया। इस कार्यशाला का उद्देश्य छत्तीसगढ़ के जिले तथा प्रदेश अधिकारियों का बाह्य मूल्यांकन की प्रक्रिया, कार्य प्रणाली और दिशा निर्देश के बारे में जानकारी देना था। श्री प्रेम चन्द, सलाहकार, भारतीय प्रौढ़ शिक्षा संघ, नई दिल्ली ने इस कार्यशाला में भरतपुर जिले के सतत शिक्षा कार्यक्रम के बाह्य मूल्यांकन के अनुभव विस्तार पूर्वक प्रस्तुत किए।

प्रथम पृष्ठ से
आईएइए टीम....

एजुकेशन कम्युनिकेशन यूनिट (डेकू) ने इन अप्रत्यक्ष कक्षा केन्द्रों के कार्यात्मक एवं उपयोगिता अध्ययन का कार्य भारतीय प्रौढ़ शिक्षा संघ को सौंपा है। इस कार्यक्रम के तहत नमूने के तौर पर कुल १० केन्द्रों का चयन किया गया है। इस दौरान उन्होंने एडुसैट के तहत प्रसारित किये जाने वाले व्याखानों का सीधा प्रसारण देखा। साथ ही उन्होंने व्याख्यान सुनने वाले विद्यार्थियों, कई संदर्भ व्यक्तियों और इन अप्रत्यक्ष कक्षा केन्द्रों के संचालन से जुड़े अन्य तकनीकी और प्रशासनिक अधिकारियों से बातचीत की। नागपुर में टीम ने नागपुर विश्वविद्यालय के प्रो. वाइस चांसलर से भी बात की। आईएइए इन सभी व्यक्तियों द्वारा प्रदत्त सुझावों के आधार पर आगामी दिनों में अपनी रिपोर्ट डेकू को भेजेगी।

मेहनत वह ताबी है जो किस्मत का दरवाजा खोल देती है।

वाणव्य

अज्ञान सर्वत्र आदमी को पछाड़ता है और आदमी है कि सर्वत्र उससे लोहा लेने के लिए कमर कसे रहता है।

हजारी प्रसाद द्विवेदी

Kalam calls for revamping primary education

The former President, A.P.J. Abdul Kalam, has called upon policymakers and academics to draw up a policy to revamp the primary education to spread creative thinking among the youth.

He was speaking at a function after inaugurating S.M. Dasthagir marine ship-in-campus block at Mohamed Sathak Engineering College (MSEC) and an e-library at Thassim Beevi Abdul Kader College for Women at Kilakarai .

Pressing for the continuance of the existing system for higher and higher secondary education, Dr. Kalam said the primary education method had to be abandoned; instead a method should be introduced to induce

students to develop creative thinking, a key to success in the competitive world. "The young age, between 1 and 14, moulds the human life. The current system is not up to the mark."

Highlighting the lack of entrepreneurial skills, he said the people, especially the youth, were seeking jobs instead of generating them. The people should be courageous enough to generate employment, the gateway for growth. The inclusive growth could be attained if entrepreneurship was inculcated in youth.

Sustaining growth

Answering a question from a student, Dr. Kalam said the country had started achieving the

goal set in the Vision 2020 document. "The annual Gross Domestic Product, during the last three years, was hovering over nine per cent. It is a good sign of development. The 11th Plan envisages a ten per cent growth. If the rate is sustained for at least ten years, the goal can be achieved before 2020."

As for the impasse over the India's civilian nuclear deal with the United States, he said the country was in need of uranium for its nuclear reactors. If the scientists developed a strategy to use thorium, with which the country abounds, power shortage could be easily solved. □

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Second modified and enlarged edition of 'New Companion to Adult Educators'

A Book – 'New Companion to Adult Educators' was brought out by the International Institute of Adult and Lifelong Education, IAEA House, New Delhi in January 2007. All copies of this Book were purchased by the Departments of Adult & Continuing Education and Extension of Universities, State Resource Centres, Jan Shikshan Sansthan, Raja Rammohun Roy

Library Foundation, Kolkata, Nehru Yuva Kendras, Zila Saksharta Samities, Non-Governmental Organizations, B.Ed. and M.Ed. Colleges, etc. during the same year in 2007. There was further demand of this Book. Hence, second modified and enlarged edition of this Book will be published soon. There are 44 Chapters on Adult & Lifelong Education. The Book will be

published on **art paper** and contains 760 pages with latest available information till 2004-05. This Book is a valuable asset to adult educators and all those who have interest in Lifelong Education. Those, who need and desire to purchase this Book may kindly send their **purchase orders** to the Director, Indian Adult Education Association, New Delhi at the earliest. □

IAEA Conducts a Study on Utilization of Edusat

A study on utilization of Network under the 'Edusat Project' was assigned to IAEA by Development and Educational Communication Unit (DECU) of the Indian Space Research Organization, Ahmedabad.

IAEA conducted the study of one of the nine Edusat National Networks which is being organized by Consortium of Education and Communication (CEC) setup by University Grants

Commission. Ten stations located in different parts of the country were selected. Two teams comprising of (1) Dr. V. Mohankumar, Director and (2) Shri Prem Chand, Consultant and Shri B. Sanjay, Editor visited the ten selected centres and have completed the field study. Interim Status Report of the study based on the feedback and observations has been sent to DECU. □

Director, IAEA's visit to Shimoga

Dr. V. Mohankumar, Director, IAEA participated in the inaugural function of the newly constructed office building of JSS, Shimoga on March 9, 2008 and released a report on the achievements of JSS in last 8 years and a LEE book on health.

President and Director, IAEA participated in a meeting for designing the Certificate course for the Preraks

The one-day Brainstorming Meeting on designing the Certificate course for the Preraks was held at the Convention Center, Indira Gandhi National Open University on February 26, 2008. President and Director, IAEA also participated in the meeting. The four aspects were discussed in four sessions.

1. Comments on the Curriculum Framework- specific suggestions will be invited on the adequacy and relevance.
2. Identification of existing resources- print and non-print- audio and video.
3. Evaluation strategies.
4. Delivery Agents at District levels- Institutions and Experts.

Spreading Education among poor

They did not wish the children at Karbala Tank, Dom Toli, a slum area, to grow up as illiterates. So, this group of five men pooled some money from their modest earnings to start a school with just 10 children about two years ago.

Today, the school christened as 'Prerna Samaj Vikas Vidyalaya', functioning from the terrace of a building surrounded by huts and filth, has more than 150 children. No wonder, Mohammad Izaz, Mohammad Iqbal, Sahid Alam, Mohammad Irfan and Sandeep Kumar Ram take pride in its progress.

And why not? Izaz runs an electrical repair shop, Iqbal repairs suitcases, Alam is a head mason, Irfan works at an electrical shop and Ram assists an almirah manufacturer.

However, they are worried. The absence of proper space for

the students to sit and study is bothering them.

Izaz, the head of the school, explained, "I had been to various government departments but the output till date has been zero. Instead of spending money running from pillar to post, I have decided to work hard myself."

The area has a government school as well but the children here do not want to go there. Said 10-year-old Irshad, "I was enrolled in that government school. I used to play and did not learn anything. But after coming to this place, I have learnt a lot. The government school gives mid-day meals and Rs. 100 every month but I would never like to go back there."

Asked how the terrace-top school would run without funds, pat came Irshad's reply, "We will save every penny that we get to buy chocolates and give it to the school to keep it going." □

Directorate of Adult Education



Smt. Kusum Vir joined as Additional Director in the Directorate of Adult Education, Govt. of India on January 1, 2008. She was on deputation for five years as Director, Central Hindi Training Institute in the Department of Official Language, Ministry of Home Affairs, Govt. of India. Before going on deputation to M/o Home Affairs, she was Joint Director in the Directorate of Adult Education.

आईएडू टीम का मूल्यांकन दौरा

ईस्ट गोदावरी जिले (आन्ध्र प्रदेश) में चल रहे सतत शिक्षा कार्यक्रम के बाह्य मूल्यांकन हेतु भारतीय प्रौढ़ शिक्षा संघ की मूल्यांकन टीम श्री एस.सी. दुआ, प्रशासनिक अधिकारी के नेतृत्व में दिनांक ६.३.२००८ को खानापुरी में दिनांक ६.३.२००८ को खानापुरी में दिनांक ६.३.२००८ से १६.३.२००८ तक समाप्त किया जाएगा जिसके अंतर्गत जिले के सभी १० डिविजनों और २० मंडलों में से ५० सतत शिक्षा केन्द्रों तथा ५ नोडल सतत शिक्षा केन्द्रों का मूल्यांकन किया जाएगा।

IAEA Organized a Lecture on Community Development Research

Dr. Pramila Aggarwal, Professor Professor, George Brown Community College, Toronto, Canada was invited to deliver a lecture on Community Development Research in Canada as part of the IAEA lecture series. Prof. K.C. Choudhary, President, IAEA and Chancellor, IIALE welcomed the Speaker, Prof. S.Y. Shah, Vice President IAEA and Honorary Director, IIALE introduced Dr. Aggarwal to the participants and requested her to share her experience in the field of Community Development Research in Canada.

Dr. Aggarwal said that the community-based research is now the legitimate area of research and study by the Universities. She narrated an experience of a study conducted by Community University Research Association (CURA) which was formed by the teaching community and the community representatives to study and suggest measures to improve the condition of immigrant unorganized labour who were being employed as temporary workers by temporary agencies and were termed by Govt. as self employed. Many of them were laid off when the manufacturing industry in Canada was closing as an impact of globalization of the economy. The study aimed at suggesting better legislation, better policy and better programmes for these unorganized workers.

Initially a feasibility study was taken up with financial assistance of US \$ 5000 for development of a good proposal for the study. Focussed Group Discussions were conducted in the community and the proposal was prepared in 3 months. Nine institutions including three Universities one college and community groups



participated. It was a combined effort of the academicians and the community representatives.

Financial assistance of \$ 2,00,000 per year for three years was received for the study. One University was the lead University for utilization of the assistance and facilitating the study. A committee of ten persons was formed to oversee the use of funds. Lawyers were also participating in the team. Data was collected on what was happening in other countries and what happened in this regard in the past. The study team was also supporting and educating the workers in fighting their rights and were also

supporting the community efforts of embarrassing the bad employees.

The main outcomes of the study were:

(1) University people wrote books on the community issues. Sensational stories from workers were included.

(2) On the basis of experience gained, the academicians got different jobs.

(3) The community was educated in respect of their issues. They acquired problem solving skills and in a limited way became self reliant in continuing their struggle through the community leaders.

Dr. Aggarwal said that it takes years to remedy long outstanding situations. Minimum wages campaign is going on. Still one out of four labourers in the country is a temporary worker. Law is to be framed to define the rights of a worker. Demand to regulate the activities of the employing agencies is still there. The study has created an impact. These efforts created a knowledge based community. They started talking of dignity of labour without fear.

Dr. Aggarwal was happy that she was associated with these efforts with double role of combining the University and the Community. She felt that over a period of five years the workers were self organized and hoped

contd. on pg. 5

Fight illiteracy with zeal

Education is an essential component of human resource development and an indispensable tool for learning and communication. It is a precondition for the growth of an individual as well for a nation. However, in the 21st century, overcoming the problem of illiteracy is one of the most pressing challenges facing the world because nearly one-third of the world's population still can't read and write.

According to a UNESCO report, 98 per cent of illiterate people live in the Third World. Africa has the highest rate of illiteracy at 54 per cent of the adult population as compared to 36 per cent in Asia and 17 per cent in Latin America. The majority of adults who are illiterates are women. A research has shown that there is a close relationship between adult illiteracy and other indicators of quality of life.

Countries with high illiteracy rates have high infant mortality rate, under nourishment, low life expectancy and less per capita income. Though literacy is not the final remedy for all these ills, it does foster a spirit of enquiry and provides an opportunity to move in the right direction. In spite of significant growth in the educational infrastructure network and enhanced enrolments at the school level, the goal of universalisation of elementary education in most of these regions still remains a distant dream.

This is primarily due to the rapid increase in the number of children in the schooling age group. On the one hand, the percentage of literates is growing but on the other, the absolute size of illiterate population is also

increasing. Education tends to have an inverse relationship with the population growth rate. It may influence fertility directly or indirectly. There may be a direct influence in the form of altering behaviour pattern and attitude towards small family norms. Indirect influences may be in the form of urbanisation, rate of female employment and age of marriage. Formal education is widely accepted as one of the social instruments to help solve problems of population growth.

Progress in education and differential changes in the state of development across and within a region are a function of complex interplay between a large number of socio-economic and geo-political variables. Therefore, for each and every stage of educational progress and development transition, there is a need to understand and explore a package of interacting variables. These are compatible with the existing and prospective social, economic and political environment.

Recently, efforts were made to link the rise of mass literacy with economic development during the industrial revolution in Europe. It has been accepted that the rise in literacy and educational level was the basic cause of economic growth. Current research seems to contradict such an assertion by showing the same countries like Sweden had a high rate of literacy well before the industrial revolution.

On the contrary, the UK had a rather low rate of literacy during the period of rapid economic growth. Increased education and literacy in the UK were made possible by the growth of

technology which allowed more time for schooling of children.

There is definite correlation between poverty and literacy. There is a reason to believe that poverty reinforces illiteracy by forcing parents and children to work full time, earning their living at low-level unskilled jobs and thus forgoing schooling and other forms of education.

Illiteracy in turn reinforces poverty, forming part of the complex of deprivation and discrimination called the "culture of poverty". This is important because illiteracy is taken as being lack of education or more specifically the lack of reading and writing. It is related with poverty and causes low share of assets and high illiteracy rate. As poverty declines, asset shares increase and illiteracy rate declines.

The essence of literacy is the skill to read and write. Literacy brings the reader in touch with modern, scientific and non-traditional knowledge. It sharpens consciousness and adds potential to the individual's capacity for participation. In Kenya, hundreds of people die each year because they cannot read the labels on chemical fertilisers and poisonous pesticides they routinely use in their fields.

Literacy is an important tool for economic survival. It increases the effectiveness of all transactions made by the literate in his/her environment. The newly literate farmers have learnt entrepreneurship and management skills.

Literacy has changed the social psychology of the family, for its literate members are not vulnerable to the outsider as they can read their letters, bills, deeds

contd. on next pg.

Pupil teachers for out-of-school kids - a new experiment

Out-of-school children in Haryana, not enrolled in any learning programme despite the propaganda, still have hope of making it to mainstream education if they so decide.

For, as yet another initiative in addition to the ongoing Sarv Shiksha Abhiyan and the alternative innovative education centres, the education department has introduced pupil teachers (PT) in districts.

Themselves students of the two-year diploma in education, these PTs are supposed to get hand-on teachers' training in government schools during the course of their study.

However, departing from convention and adopting a novel programme, the education department decided to use the services of the PTs to teach out-of-school children instead of letting them taken the much-trodden path of posting them to government schools.

"Each of these students was first given the task of carrying out a survey to identify non-school-going children in their respective areas. This done, they were asked to hold classes for these children. This process has begun and we have had very positive feedback from districts especially Bhiwani and Gurgaon where classes at these centres are in full swing. By the end of this month, these PTs will complete nearly two months of teaching the out-of-school children," an official of the education department maintained.

At present, 400-odd teachers all over Haryana are taking these informal classes, which began in

January on the completion to identify the out-of-school children. Each teacher has been asked to take responsibility of 15-20 children in the area assigned to him. Since, technically, they are all students, they are given an honorarium for holding these classes. However, their job does not end with holding these classes. The main aim of this entire exercise is to facilitate the entry of these children into regular schools by providing them basic lessons before the session gets underway.

"We want these out-of-school children to come into the fold of regular schooling. This two-months capsule just before the new session is a way of getting the children interested in learning before they can seek regular admission," the official stated.

While such centres serve the department's purpose of tracking down such out-of-school children and furthering the cause of reaching out to every child, for the PTs, there can be no better way of imparting hands-on training. At these centres, they are their own bosses, run a one-class school while the project tests their skills of motivating students, adopting innovative teaching ways to get the attention of the children and get a reality check on the ground situation in education.

With 17 District Institutes for Educational Training (DIETs) all over the state and plenty of students enrolled for the course, at least the out-of-school children will not face any staff crunch in times to come while such centres do a world of good to the teachers in the making.

Director, IAEA participated in Evaluation Meeting

On the invitation of IIM, Bangalore, Dr. V. Mohankumar, Director, IAEA attended a workshop on Evaluation of the Scheme of JSS at Bhubaneswar on March 13, 2008.

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IAEA Organized a Lecture...

that their struggle for their demands will continue. She also made a mention of some of the tensions, which were part of this effort between the community and the academicians.

After the presentation, a question answer session was followed. Dr. Aggarwal tried to answer all the questions and felt that it was a learning opportunity for her also. Dr. Madan Singh, General Secretary, IAEA and Registrar, IIALE proposed a Vote of Thanks and added that today's lecture followed by discussion was very informative and that it provided us an opportunity to look into similar situations existing in our country also. □

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Fight Illiteracy with Zeal...

and contracts on their own. However, the question is if literacy is such a virtue, then why do we refuse to recognise it? Maybe we always look up to political leaders to catalyse social demands and social needs.

According to UNESCO estimates, women form 63 per cent of illiterate population. Quite rightly, the Algerian reformer Ibn Badis observed, "Educate a boy and you educate one person. Educate a girl and you educate a nation." □

अपने हाथों में ऐसा हुनर पैदा करें, जो आत्मनिर्भर बनाए

जन शिक्षण संस्थान, इन्दौर द्वारा अल-सुफयान चेरिटेबल ट्रस्ट के सहयोग से खजराना (इन्दौर, म.प्र.) में संचालित सामुदायिक कौशल विकास प्रशिक्षण केन्द्र को देवी अहिल्या विश्वविद्यालय इन्दौर के अपने भ्रमण के दौरान भारतीय प्रौढ़ शिक्षा संघ के निदेशक डॉ. वी. मोहनकुमार ने भेंट दी। आपने इस अवसर पर विभिन्न व्यावसायिक प्रशिक्षण जैसे- कुकिंग, कटिंग-टेलरिंग, जरदोजी और लर्निंग इंग्लिश के सफल प्रतिभागियों को प्रमाण-पत्र वितरित किए।

इस अवसर पर आपने महिला प्रशिक्षणार्थियों से कहा कि, कमजोर समूह (वीकर सेक्शन) कहना गलत है। उन्होंने अपने हाथों में ऐसा कौशल पैदा करना होगा कि, वह स्वावलम्बी जीवनयापन कर सकें। आपने जोर देकर कहा कि, हमें गैर-पारम्परिक प्रशिक्षणों पर ध्यान देना होगा, जिनमें रोजगार की आपार संभावनाएं हैं।

डॉ. मोहनकुमारजी ने कहा कि, हमारे समाज में माता का प्रथम स्थान है। हमें स्वावलम्बी जीवन के लिए हाथों को मजबूत करना है। हाथों में कौशल पैदा करना है। आपने कहा, प्रशिक्षण के बाद समूह बनाएं तथा दूसरे व्यावसायिक प्रशिक्षणों पर भी ध्यान दें।

प्रारंभ में उर्दूविद् एवं ट्रस्ट के ट्रस्टी डॉ. अजीज इन्दौरी ने जन शिक्षण संस्थान के सहयोग से संचालित कार्यक्रमों की जानकारी देते हुए कहा कि, मुस्लिम अल्पसंख्यकों में भी महिलाएं अशिक्षा एवं शेष अगले पृष्ठ पर

यूजीसी अब उच्च शिक्षा के कायाकल्प में जुटी

देश के अनेक यूनिवर्सिटीज और उनसे जुड़े कॉलेजों के शिक्षा के स्तर में सुधार लाने के लिए अब विश्वविद्यालय अनुदान आयोग (यूजीसी) अलग से मानदंड तैयार कर रहा है। राज्यों में बड़ी संख्या में कॉलेजों का शिक्षा स्तर यूजीसी के मानकों के अनुरूप नहीं है। आयोग के मुताबिक समय के बदलाव के साथ अब एजाम के तरीके, सेमेस्टर प्रणाली, ग्रेडिंग और क्रेडिट सिस्टम की समीक्षा जरूरी है।

केंद्रीय मानव संसाधन मंत्रालय ने राज्यों से कहा है कि वे अपने यूनिवर्सिटीज और कॉलेजों की शिक्षा पद्धति और एजाम पैटर्न में जरूरी बदलाव लाने की

ओर ध्यान दें। शिक्षा की क्वालिटी को ऊपर उठाने के लिए वार्षिक, छमाही और तिमाही परीक्षा के साथ ही छात्रों की योग्यता का आंकलन करने के लिए एक इंटरनल सिस्टम डिवेलप किया जाना चाहिए। कॉलेजों के यूनिवर्सिटी से जुड़ने की पॉलिसी में भी सुधार पर विचार हो रहा है। सभी स्टेट यूनिवर्सिटीज से कहा गया है कि उनसे जुड़े कॉलेजों का मैनेजमेंट और शिक्षा स्तर में सुधार लाने के लिए मॉनिटरिंग कमेटियां गठित की जाएं। कॉलेज यूनिवर्सिटीज से जुड़ तो जाते हैं पर शिक्षण व प्रशासनिक व्यवस्था उपयुक्त मानदंडों के अनुरूप नहीं होती।

शिक्षा व्यवस्था में है जरूरत सुधार की

शिक्षा का मतलब करोड़ों लोगों को शिक्षित भर कर देना नहीं होता, बल्कि इसका मकसद हर इंसान को आर्थिक, सामाजिक और नैतिक रूप से समृद्ध बनाना होता है, मगर हमारे देश में आज भी इस भावना की कमी है। हालांकि आईआईटी जैसे संस्थानों की वजह से दुनियाभर में देश की प्रतिभा का परचम लहरा रहा है, पर जब तक प्राथमिक और माध्यमिक स्तर की शिक्षा और परंपरागत उच्च शिक्षा के वर्तमान स्वरूप को बदला नहीं जाएगा, तब तक देश का चहुमुखी विकास नहीं हो सकता। ये बातें एयर चीफ मार्शल अर्जुन सिंह ने कही। डीयू में आयोजित वार्षिक दीक्षांत समारोह में उन्होंने कहा कि

भारत जैसे देश में नेल्सन मंडेला के उन कथनों को आदर्श माना जाना चाहिए, जिसमें उन्होंने कहा था कि शिक्षा ऐसा हथियार है जिसके जरिए कोई भी लड़ाई आसानी से जीती जा सकती है। इस मौके पर पंजाबी गायिका जसपिंदर नरूला को इंडियन क्लासिकल म्यूजिक में पीएचडी की उपाधि दी गई। कार्यक्रम के दौरान कुल ४०९ लोगों को डिग्रियां प्रदान की गईं, जिसमें ३८४ लोगों को पीएचडी की, १३ को एमसीएच और १२ को डीएम की उपाधि प्रदान की गई। इसके अलावा, ११९ मेडल व ५२ पुरस्कार भी दिए गए। मेडल पानेवालों में २९ पुरुष और १९ महिलाएं थीं।

कुल के कारण कोई बड़ा नहीं होता। विद्या ही उसे पूजनीय बनाती है।

चाणक्य

अब वे नशा नहीं पढ़ाई करते हैं

कई-कई दिन तक नहीं नहाने वाले, गंदे-फटे चीथड़ों में लिपटे, आंखों में नशे की लाली के कारण भावशून्यता लिए बच्चों को रेलवे स्टेशन पर भीख मांगते, रेल के डिब्बों में झाड़ू लगाते और फुटपाथ पर मौसम के थपेड़े झेलते हर किसी ने देखा होगा। लेकिन भोपाल रेलवे स्टेशन के ये बच्चे अब नहा-धोकर साफ-सुथरे कपड़ों में स्कूल जाने लगे हैं। नशे की लत से भी तौबा कर ली है।

भोपाल रेलवे स्टेशन के इन बच्चों की किस्मत बदली स्वयंसेवी संस्था बचपन ने। कुछ महीने पहले तक भोपाल रेलवे स्टेशन पर काफी संख्या में ऐसे बच्चे थे लेकिन अब इनकी संख्या तेजी से घटती जा रही है। पिछले साल मुख्यमंत्री शिवराज सिंह चौहान ने स्टेशन पर इन बच्चों को देखकर कलेक्टर से उनकी शिक्षा और अन्य आवश्यक व्यवस्थाएं करने को कहा। स्वयंसेवी संस्था बचपन ने स्टेशन, बजरिया थाना परिसर के एक हाल में इन बच्चों के रात में सोने की व्यवस्था कर रखी थी। दिनभर ये बच्चे पानी, गुटखा आदि चीजें यात्रियों को बेचते, रेल के डिब्बों में झाड़ू लगाते, भीख मांगते और नशा करके रात को इस हाल में सो जाते थे।

अब बचपन ने मुख्यमंत्री की मंशा के अनुरूप राज्य शिक्षा केन्द्र की मदद से इसी साल में बच्चों की पढ़ाई, भोजन और कपड़ों की व्यवस्था की है। निकट स्थित शासकीय हबीबिया स्कूल में भी ये बच्चे स्कूल समय में अन्य सामान्य बच्चों के साथ पढ़ने लगे हैं। सामान्य बच्चों

की तरह जीना सीखने लगे हैं और अनुशासन का पालन करते हैं। बीमार होने पर शाकिर अली अस्पताल में उनका इलाज कराया जाता है। टीबी की बीमारी से पीड़ित चौदह साल के केलू का भोपाल चेरिटेबल अस्पताल में इलाज चल रहा है। ये बच्चे साथ-साथ खेलते, नाचते-गाते और सभी त्यौहार मिलकर मनाते हैं। इस गणतंत्र दिवस पर तो इन बच्चों ने एक स्कूल में नाटक का मंचन भी किया।

चौदह साल का बलवीर पुरविया कभी स्टेशन पर दिशाहीन घूमता था और पूरी तरह नशे की गिरफ्त में था। वह दतिया के इंदरगढ़ से भागकर भोपाल आया था। उसकी मां नहीं है और पिता शराब पीकर उसे मारता था। वह भोपाल स्टेशन पर भटकते हुए नशेड़ी बच्चों की संगत में आया और व्हाइटनर का नशा करने लगा। यदाकदा मौका मिलने पर वह बीयर और शराब भी पीता था। गुटखे का वह पूरी तरह आदी हो गया था। बलवीर कहता है कि जब से बचपन ने उसे शरण दी है उसने नशा पूरी तरह छोड़ दिया है और अब स्टेशन के जीवन की उसे याद भी नहीं आती। उसने बताया कि वह किताब पढ़ लेता है, गुणा-भाग, दशमलव, वर्गमूल आदि सीख गया है। इससे पहले उसने स्कूल की शक्ति भी नहीं देखी थी। पढ़-लिखकर वह मोटर मैकेनिक बनना चाहता है और यदि सेना या पुलिस में अवसर मिले तो यही उसकी प्राथमिकता होगी। उसकी दिली इच्छा यही है कि स्टेशन पर भटका हुआ जीवन जीने वाले सभी बच्चे

उसकी जैसे बन जाएं।

नागपुर से भागकर आए लगभग पंद्रह साल के योगेश चौहान की दास्तां भी कुछ ऐसी ही है। माता-पिता न होने से वह मामा के पास रहता था। मामा से झगड़ा होने पर घर से भागना उसकी मजबूरी बन गया। भोपाल आकर वह रेलवे स्टेशन पर पानी की बोतलें बेचता था। इसी दौरान सिगरेट और तंबाकू वाले गुटखे की उसे लत पड़ गई। बचपन संस्था की दीदी जमना फाटकले उसे इस केंद्र में ले आई और अब उसे लगता है कि उसकी जिंदगी बदल रही है। अब वह पढ़-लिखकर और कुछ बनकर ही अपने घर वापस लौटना चाहता है।



पिछले पृष्ठ से

अपने हाथों में ऐसा हुनर

दोयम दर्जे का जीवन जी रही हैं। इस हुनर से उनमें इल्म आएगा और विश्वास जागेगा, जिससे कि, वह एक अच्छी हुनरमंद महिला के रूप में अपने परिवार और पड़ोसियों की तरक्की और इमदाद में आगे आ सकें। जन शिक्षण संस्थान, इन्दौर के निदेशक डॉ. भूपेन्द्रसिंह बघेल ने स्वागत भाषण दिया। ट्रस्ट के श्री अब्दुल गनी खान, फैयाज फैज, लतीफ खंडवी, शाकिर नक्शबंदी, इलियास अंसारी, वकार हाशमी, अहमद हुसैन खान तथा श्री जेटली ने स्वागत किया। अंत में संस्थान के श्री रविकांत तिवारी ने आभार माना।

डॉ. भूपेन्द्रसिंह बघेल

निदेशक

जन शिक्षण संस्थान, इन्दौर



Rs. 38,702 cr for education

With 11th Five Year plan giving special focus on education, government earmarked a whopping over Rs 38,702 crore to the sector in the Union Budget 2008-09, showing a massive increase of over Rs 9,000 crore.

A sum of Rs 27,850 crore has been provided for school education as compared to last year's revised estimate of Rs 23,191.35 crore.

Of this, elementary education has been given Rs 19,777.50 crore this year as against Rs 18,439.61 crore the previous year. Of this, a bulk of Rs 13,100 crore would be provided to flagship programme Sarva Shiksha Abhiyan (SSA) to universalise education in the country.

The Mid-day Meal Scheme which would receive Rs 8,000

crore would be extended to all children upto upper primary level (from class I to VIII) in all areas across the country.

Allocation for the secondary education has been doubled with Rs 5,139.70 crore in 2008-09 as against Rs 2,465.18 crore last year.

With government proposing to set up high quality model schools, a sum of Rs 582.80 crore has been earmarked for this purpose during the year. Prime Minister Manmohan Singh in his Independence Day address last year had announced setting up of 6,000 new High Quality schools - one in every block of the country.

Higher education has received a special attention in the budget with an allocation of Rs 10,852.87

crore as against Rs 6,397.36 crore in the revised estimate last year.

Of this, the University and Higher Education sector has received Rs 5,234.76 crore this year as against Rs 3,699.43 crore last year.

A major chunk of Rs 5,104.90 crore would go to University Grants Commission (UGC) this year which included a provision of Rs 875 crore towards implementation of the Oversight Commission recommendations for meeting the requirement for enhanced number of students in Central Universities.

Rs 45.45 crore has been allocated for Area Intensive and Madrasa Modernisation Programme this year as compared to Rs 44.50 crore last year. □

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Models of Lifelong Learning – The Knowledge Economy and Society

The International Institute of Adult and Lifelong Education organized a lecture on "Models of Lifelong Learning" at India Habitat



Centre, New Delhi. The lecture was delivered by Prof. Andy Green of the Institute of Education, University of London, and Director of ERS Research Centre on Learning and Life Chances in Knowledge Economy and Society. Prof. M. C. Sharma, Vice-Chairman, University Grants Commission was Chief Guest at the lecture.

Inaugurating the lecture Prof. Mool Chand Sharma said that literacy in India is at the crossroads. We are the forth

nation with maximum number of dollars in banks and having highest number of illiterates too. We have over 300 million illiterates. While we are also having 400 million unskilled population and also have world class IITs and IIMs. How to impart skill to these 400 million people is a vital question and a developmental challenge before us. He said that 50% workforce of this country is in unorganized

sector. Question of lifelong learning are needed to be tackled in the light of the plight of this section of our population. He emphasized for continuous training for farmers. He said that China had trained millions of people in agriculture sector. We also require to train our agricultural manpower to be able to use modern technologies, and this should be a lifelong process. He said that geographical boundaries are

changing, notion of sovereignty is also changing. Similarly boundaries of the disciplines are needed to be broken or melted. Subjects are needed to be interdisciplinary. It will break ego of academicians that I know every thing of something.

He said that today the problems of LLE are because the market forces have highjacked this very learning process. We need a proper blending of both - learning for self development and for the



requirement of market driven economies. LLE should convert people to social capital.

Delivering his lecture Prof. Andrey Green explained in detail

contd. on pg. 3

Supreme Court upholds law for 27% OBC quota

But creamy layer among OBCs to be excluded

The Supreme Court on Thursday upheld the law enacted by the Centre in 2006 providing a quota of 27 per cent for candidates belonging to the Other Backward Classes in Central higher educational institutions. But it directed the government to exclude the 'creamy layer' among the OBCs while implementing the law. The institutions will include the Indian Institutes of Technology and the Indian Institutes of Management.

A five-Judge Constitution Bench headed by Chief Justice K.G. Balakrishnan thus paved the way to giving effect to the Central Educational Institutions (Reservation in Admission) Act, 2006, from the academic year 2008-2009. The unanimous verdict runs to over 500 pages.

The Bench, that included Justices Arijit Pasayat, C.K. Thakker, R.V. Raveendran and Dalveer Bhandari, also held as valid the 93rd Constitution Amendment that inserted Article 15(5) in the Constitution to enable the Centre and the States to enact laws concerning quotas.

While the CJI wrote the main judgment, Mr. Justice Pasayat (for himself and Mr. Justice Thakker), Mr. Justice Raveendran and Mr. Justice Bhandari wrote separate but concurring judgments.

Mr. Justice Bhandari differed with the majority on a short point of the applicability of the 93rd Amendment to private unaided educational institutions. The other judges declined to go into the issue, stating that no private educational institution had filed a petition challenging the

Amendment Act.

The Bench was disposing of a batch of petitions questioning the 2006 quota law and the 93rd Amendment. In March 2007, the court, by an interim order, restrained the Centre from implementing the law for 2007-08. This it did saying the 1931 census data could not be the basis for providing reservation.

The CJI said: "The 93rd Amendment Act does not violate the basic structure of the Constitution so far as it relates to State maintained institutions and aided educational institutions. Article 15(5) of the Constitution is constitutionally valid and Articles 15(4) and 15(5) are not mutually contradictory."

He agreed with the decision to exclude the minority institutions from Article 15(5), and said: "It does not violate Article 14 as minority educational institutions are a separate class and their rights are protected by other constitutional provisions."

The CJI said: "Reservation is one of the many tools that are used to preserve and promote the essence of equality, so that disadvantaged groups can be brought to the forefront of civil life. It is also the duty of the State to promote positive measures to remove barriers of inequality and enable diverse communities to enjoy the freedoms and share the benefits guaranteed by the Constitution."

He added: "In the context of education, any measure that promotes the sharing of knowledge, information and ideas and

Director, IAEA's visit to Ranchi

Dr. V. Mohankumar, Director, IAEA participated as a Resource Person for two days on April 1-2, 2008 in the orientation programme organized by Directorate of Adult Education, Govt. of India at Ranchi on Evaluation of Continuing Education Programmes in Jharkhand.

Director, IAEA attended a meeting at IGNOU

Dr. V. Mohankumar, Director, IAEA attended the first Course Writer's meeting for the Certificate Course in Lifelong Learning at IGNOU on April 10-11, 2008. The courses include Alternative Systems of Education, Foundation of Adult and Non-Formal Education, Instructional Strategies and Techniques in Lifelong Learning and Planning, Management and Evaluation of Adult Education.

encourages and improves learning among India's vastly diverse classes deserves encouragement. To cope with the modern world and its complexities and turbulent problems, education is a must and it cannot remain cloistered for the benefit of a privileged few. Reservations provide that extra advantage to those persons who, without such support, can forever only dream of university education without ever being able to realise it. This advantage is necessary."

contd. on pg. 4

Hindi version of the "Status of Adult Literacy in India – A Database for Literacy Programmes" – will be available soon

A book "Status of Adult Literacy in India – A Database for Literacy Programmes" written by Shri Prem Chand, Consultant, Indian Adult Education Association was published by the National Literacy Mission, Government of India and was one of the books presented to the President of India on International Literacy Day the September 8, 2007. The book was distributed by NLM interalia to the concerned State and District level adult education functionaries.

It has now been decided by the Directorate of Adult Education, in consultation with NLM to get a Hindi version of the above book published for the use of Hindi Speaking States/Districts of the country. This book contains eight chapters, twenty statistical tables and two annexures. The Census 2001 data on literacy for different age groups focusing on age groups (i) 7 years and above, (ii) 15-35 years and (iii) 15 years and over has been analysed. It also includes analysis of the literacy data based on two recent sample surveys viz National Sample Survey (61st Round) for 2004-05 and National Family Health Survey III for the year 2005-06.

contn. from pg. 1

Models for Lifelong Learning ...

different types of knowledge economies such as traditional model of knowledge economy, share holders v/s stake holders (fusion economy). Anglo - Saxon Model of knowledge economy. He also explained that how labour market influences knowledge economy, how developing economies are preparing qualified adults at different levels and how countries like UK and USA, are supporting high-tech industries. Today lifelong learning in many economies are delivering social benefits with high wages. It has resulted in high productivity and high level of employment.

The second lecture on Lifelong Learning was given by Dr. Adward Vickers. He explained in detail about the course, "European masters in lifelong learning: Policy

and Management." The course is being provided by three European universities.

Earlier Dr. SY Shah, Director, IIALE, introduced the Chief Guest and speakers. Welcoming the Chief Guest, Speakers and Audience, Shri KC Choudhary, Chancellor, IIALE, explained various activities being undertaken by IIALE. Dr. Madan Singh, Registrar, IIALE proposed a vote of thanks and said lecture of Prof. Mool Chand Sharma has given new directions to work upon lifelong learning in Indian context and Prof. Andrey Green's lecture has presented a comprehensive picture of lifelong learning in developing economies.

The programme was attended by 35 participants from DAE, Jawaharlal Nehru University, Delhi University, NIEPA, IAEA and from various NGOs. □

Arjun Singh announces opening of new IITs, IIMs and Central Universities

Shri Arjun Singh, Minister of HRD, announced the Government decision to open four more IITs in Orissa, Madhya Pradesh, Gujarat, and Punjab. This will take the total of new IITs opened so far to eight. Earlier, decision was taken to open four new IITs in Andhra Pradesh, Rajasthan, Bihar and Himachal Pradesh.

Singh also announced the decision to open six new IIMs in Tamil Nadu, Jammu and Kashmir, Jharkhand, Chhattisgarh, Uttarakhand and Haryana. With already one in Shillong, the total would go up to seven.

Besides, Singh had also announced 14 universities of 'world standard' in 14 States and 16 Central Universities in uncovered areas.

However, Singh made it clear that opening of the new IITs, IIMs and Central Universities would be subject to States offering land "free of cost and in suitable locations with good connectivity and how quickly they could respond to the HRD's decision as well."

When asked what was the criteria on the basis of which the States were selected for opening the IITs, IIMs and Central Universities, he said: "Locations and connectivity." □

Tara Akshar: 42,000 rural women get literate

Twenty-year-old Anjana and 36-year-old Harpyri of Mewat District of Haryana never went to school.

But when finally education came to them, it came with high-tech - a laptop!

What got the women of backward districts from Uttar Pradesh, Bihar, Jharkhand and a few other States, into a literacy programme conducted by Development Alternatives and funded by UK Government's Department For International Development (DFID) was both the magic of persuasion and teaching through laptops.

As many as 42,000 rural women have learned to read and write as part of the one-month literacy programme through a computer-based literacy programme Tara Akshar under the Poorest Areas Civil Society (PACS) Programme in the last one year.

The total number of women who got enrolled into the course in the year 2007-2008 was 43, 202, out of which 42, 353 have passed the exam at a success rate of 98%. The drop-out rate is just 1%.

Tara Akshar teaches completely illiterate people to learn to read and write Hindi (Devnagari) in just 4 weeks.

"We now have 291 centres across Northern India, where people who do not know how to read and write are learning that in 30 days. Currently, we are targeting women whose ages range from 8 to 50," says Kiran Sharma, Project Director, PACS.

According to the World Bank Development Policy Review 2003,

over one third of Indians above the age of 7 are illiterate i.e. over 300 million people.

Students, who undergo the programme, attend classes of 100 minutes a day held every day for six days a week. The first 18 days are spent inculcating the sounds of letters and letter groups by the use of advanced memory techniques on a laptop. The next 12 days are spent enhancing the learner's ability to read words and sentences. Writing is taught throughout the programme and on the 30th day a written comprehension test is given to the students. □

contn. from pg. 2
Supreme Court Upholds law ...

He, however, made it clear that the creamy layer should be excluded from the socially and educationally backward classes. The creamy layer principle would not apply as far as the Scheduled Castes/Scheduled Tribes are concerned.

The 2006 Act cannot be held invalid on the ground that no time-limit had been prescribed for reservations, it said.

"The quantum of 27 per cent reservation is not illegal and Parliament must be deemed to have taken into consideration all relevant circumstances when fixing the 27 per cent reservation."

However, the court directed that a review of the lists of backward classes be made after five years.

There had been no excessive delegation of power to the Central government with respect to the determination of OBCs, the court said. □

Obituary



Shri Dayal Chand Soni, a well known Educationist from Udaipur (Rajasthan) died on March 15, 2008. Shri Soni was born on July 28, 1919. He received his formal training in the concept of basic education at Jamia Millia Islamia under Dr. Zakir Hussain during 1941-42. He conducted a condensed training session for teachers of Govt. schools of Mewar State. Shri Soni was a prolific writer and authored a large number of articles and books on education. World Literacy of Canada, Toronto appointed Shri Soni as its Programme Officer and Representative in India during 1973-77. Shri Soni was associated with Vidya Bhawan, a Deemed University, Udaipur and Seva Mandir, Udaipur and did pioneering work for spreading literacy more particularly among females through use of local dialect and by charging a nominal token fee from all adults joining literacy classes. Indian Adult Education Association presented him Tagore Literacy Award for the year 2001.

IAEA deeply mourns his death. May his soul rest in peace.

देव संस्कृति विश्वविद्यालय, हरिद्वार के विद्यार्थियों द्वारा भारतीय प्रौढ़ शिक्षा संघ का अध्ययन भ्रमण

मास मीडिया एवं पत्रकारिता में अध्ययनतरत देव संस्कृति विश्वविद्यालय हरिद्वार के छात्र-छात्राओं के एक दल ने भारतीय प्रौढ़ शिक्षा संघ के कार्यक्रमों



के अध्ययन हेतु संघ के कार्यालय में दिनांक अप्रैल ४, २००८ को भ्रमण किया। समूह में १३ विद्यार्थी (९ छात्राएं एवं ४ छात्र) तथा २ अध्यापक थे। विद्यार्थियों की जिज्ञासा थी कि किस प्रकार मीडिया एवं पत्रकारिता प्रौढ़ शिक्षा के उद्देश्यों को सार्थक रूप में जन-जन तक पहुंचा सकते हैं।

भारतीय प्रौढ़ शिक्षा संघ के निदेशक डा. वी. मोहनकुमार ने विस्तारपूर्वक साक्षरता और शिक्षा की व्याख्या तथा जागरूकता की अवधारणा की चर्चा की। विद्यार्थियों द्वारा फोक मीडिया का साक्षरता के प्रचार-प्रसार में योगदान पर प्रश्न पूछे गए। मीडिया की सार्थक भूमिका पर डा. मोहनकुमार ने विस्तार से चर्चा की एवं प्रौढ़ शिक्षा निदेशालय

द्वारा इस संदर्भ में किए गए कार्यों का उल्लेख किया।

विद्यार्थियों के इस प्रश्न के उत्तर में कि प्रौढ़ शिक्षा की गहमा-गहमी आजकल नजर क्यों नहीं आती, डा. मदन सिंह, महासचिव, भारतीय प्रौढ़ शिक्षा संघ ने भारत में संचालित किए गए विभिन्न प्रौढ़ शिक्षा कार्यक्रमों की विवेचना की और कहा कि किसी भी आंदोलनात्मक कार्यक्रम को ज्यादा अवधि के लिए संचालित नहीं किया जा सकता, उसके वेग में समय के साथ

कमी तो आती ही है। उन्होंने विद्यार्थियों को संदेश दिया कि उन्हें विकासात्मक कार्यों के साहित्य को पढ़ते रहना चाहिए। प्रौढ़ शिक्षा की जानकारी के लिए उन्होंने अपनी रचित कुछ पुस्तकें



पढ़ने का सुझाव दिया।

श्री के.सी. चौधरी, अध्यक्ष, भारतीय प्रौढ़ शिक्षा संघ ने विद्यार्थियों से बातचीत करते हुए कहा कि भारत में प्रौढ़

उत्तर प्रदेश में मुक्त विद्यालय शिक्षा परिषद को हरी झंडी

माध्यमिक कक्षाओं में प्रवेश के बढ़ते दबाव को कम करने के लिए राज्य सरकार ने मुक्त विद्यालय शिक्षा परिषद के गठन का फैसला किया है।

यह परिषद ऐसे छात्रों की परीक्षाएं लेने का काम करेगी जिन्हें किसी कारणवश नियमित कक्षाओं में प्रवेश नहीं मिल पाता है। मुक्त विश्वविद्यालय की तर्ज पर स्थापित होने वाली इस परिषद के गठन के साथ सरकार ने वर्तमान में चल रही पत्राचार शिक्षा व्यवस्था को समाप्त करने का निश्चय किया है।

मुक्त शिक्षा परिषद का मुख्यालय इलाहबाद में होगा और पत्राचार विभाग के सभी कर्मचारी इसमें स्थानांतरित किए जाएंगे। इसके बारे में सरकार एक अध्यादेश लाने जा रही है।

शिक्षा, सार्वजनिक प्राथमिक शिक्षा कार्यक्रम की असफलता से उपजी है। उन्होंने संघ द्वारा संचालित कार्यक्रमों के विषय में विस्तार से विवेचना की। छात्र-छात्राओं ने अपने विचार व्यक्त करते हुए कहा कि वे प्रौढ़ शिक्षा का एक नया दृष्टिकोण लेकर लौट रहे हैं तथा उसे अपने कार्यों में व्यक्त करने की कोशिश करेंगे।



राज्यस्तरीय महिला सहकार परिषद संपन्न

स्त्री को व्यापार नीति में साक्षर होकर ज्ञान बढ़ाना आवश्यक है

देश के आर्थिक विकास में, भविष्य में स्त्री की भूमिका बहुत ही महत्वपूर्ण होगी। ग्रामीण स्तर पर गरीबी के कारण स्त्री पर अत्याचार होते हैं तथा शोषण की वह शिकार होती है। लगभग ११ कोटी महिला मजदूर बड़ी कठिनाई से अपना जीवन बिताती हैं। उन्हें सेल्फ हेल्प ग्रुप के माध्यम से उनका संगठन कर उन्हें आर्थिक स्थिरता देने के लिए व्यापार का ज्ञान देना, उन्हें व्यापार नीति में साक्षर बनाना यह काम महिला महासंघ करता है।

अद्यः स्थिति में देश में ५ लाख सहकारी संस्थाओं से २२ कोटी लाख का कारोबार करने वाला दुनियां में सबसे बड़ा सहकारी आंदोलन है। सहकारिता के माध्यम से रोजगार की उपलब्धि, शिक्षण, प्रशिक्षण तथा सामाजिक साक्षरता की शिक्षा देने का कार्य भारतीय राष्ट्रीय संघ, नई दिल्ली बड़ी गंभीरता से कर रहा है। सहकारीता में महाराष्ट्र में सुश्री सुरेखा खोत बड़ा अच्छा कार्य कर रही हैं। ज्यादा से ज्यादा महिलाओं को इसका फायदा उठाना चाहिए। यह आवाहन अपने उद्घाटन भाषण में मा. श्री. जी. एच. अभिनजी ने किया।

तापडीया नाट्यमंदिर औरंगाबाद में, भारतीय राष्ट्रीय सहकारी संघ नई दिल्ली, महाराष्ट्र राज्य औद्योगिक महिला सहकारी संस्थाओं का महासंघ, बुलडाणा (महाराष्ट्र) के संयुक्त विद्यमान से महिला परिषद का आयोजन किया गया। महिला सहकारी संस्था, सेल्फ हेल्प ग्रुपों द्वारा उत्पादिक वस्तुओं की व्यापार पेठ, बाजार की उपलब्धि और व्यापार नीति साक्षरता यह परिषद का मुख्य विषय था। परिषद की

अध्यक्षा मा. सुश्री प्रभावतीजी ओझा थी। मुख्य अतिथि के रूप में मा. श्री. अशोक जगताप, अध्यक्ष, महाराष्ट्र राज्य सहकारी संघ, पुणे, मा. श्री. एन. सी. जोशीजी, संस्थापक संचालक इन्स्टीट्यूट ऑफ बिझिनेस मेनेजमेंट एण्ड रिसर्च, पुणे, मा. श्री. सुभाषजी लहाने, अध्यक्ष बहुउद्येशिय शिक्षण प्रसारक मंडल, बुलडाणा थे। जिन्होंने समयोचित मार्गदर्शन किया। इस समय महिला सहकारी संस्था तथा सेल्फ हेल्प ग्रुप द्वारा तैयार की वस्तुओं की बिक्री तथा प्रदर्शनी का आयोजन किया। जिसका उद्घाटन मा. सुश्री प्रभावती ओझा ने किया। प्रदर्शनी में ६० स्टॉल थे।

महिला आर्थिक विकास महामंडल ने अबतक ५४ हजार से ज्यादा बचत गुट को ७२ कोटी का कर्ज दिया है। ६ लाख से अधिक महिला तेजस्वीनी योजना की सदस्या हैं। बचत गुट. के माध्यम से महिला आत्मनिर्भर हो रहीं हैं। सहकारी बैंकों को महिला बचत गुटों को ४ टका ब्याज से ऋण देना चाहिए ऐसा प्रतिपादन सुश्री प्रभावती ओझा ने अपने अध्यक्षीय भाषण में किया।

सहकार ने अपनी शतकपूर्ती की। परंतु सहकारीता की महिला तथा महिला सहकारी संस्था की स्थिति संतोषजनक नहीं है। सहकारी महिलाओं की आवाज बुलंद होने के लिए शासन दरबार में उसकी मांग पहुंचाने के लिए, उनकी समस्या का निवारण कर उसे आर्थिक सक्षम बनाने के लिए, शिक्षण, प्रशिक्षण, शैक्षणिक यात्रा के माध्यम से महिलाओं के एक राज्यस्तरीय व्यासपीठ की कमी सामने आई और महाराष्ट्र राज्य औद्योगिक

महिला संस्थाओं के महासंघ की स्थापना हुई और उस कमी को पूरा किया गया।

महिला सहकारी संस्था हो या सेल्फ हेल्प ग्रुप की महिला हों, महिलाओं के उत्पादित किए सामान को अगर व्यापार पेठ, बाजार मिल गया हो तो ही यह संस्था आगे बढ़ सकती है। स्त्री को सक्षम बनाना ही महासंघ का ध्येय है और इसलिए इस परिषद का आयोजन किया है। यह प्रतिपादन परिषद आयोजिका सुश्री सुरेखा दि. खोत ने अपने प्रस्तावना में कहा। साथ ही युवक-युवती की, शादी की उम्र कम करने की सरकारी नीति पर उन्होंने चिंता जताई। संपूर्ण राज्य से सहकारी महिला प्रतिनिधी तथा ग्रामीण स्तर की महिला परिषद में १००० से १२०० संख्या में उपस्थिति थी। परिषद में सराहनीय काम करनेवाली स्त्री-पुरुषों का मान्यवर के शुभहस्ते सत्कार किया गया तथा बचत गट को व्यवसाय के लिए ऋण चेक दिए गए।

इस परिषद के यशस्विता के लिए सुश्री प्रज्ञा परब (सिंधुदूर्ग), सुश्री सरला मोघे, सुश्री निलम खोत, सुश्री शोभादेवी राजपूत (बुलडाणा), सुश्री सुवर्णरेखा पाटील (चंद्रपुर), सुश्री दिप्ती मेहता (वाशिम), सुश्री कल्पना अग्रवाल (अकोला), सुश्री ज्योति जगताप, सुश्री देवयानी भारस्वाउकर (औरंगाबाद) इन्होंने काफी प्रयास किए। परिषद का संचालन सुश्री प्रविणा कन्नडवार, श्री शिवानंद भानुसे ने संस्मरणीय किया। सुश्री प्रज्ञा परब महिला महासंघ की उपाध्यक्षा ने परिषद का आभार प्रदर्शन किया। इस तरह राज्यस्तरीय सहकारी महिला परिषद सम्पन्न हुई।

पीएम चाहते हैं दूर हो उच्च शिक्षा में क्षेत्रीय असंतुलन दक्षिण के राज्यों से मीलों पीछे हुए उत्तर के राज्य

प्रधानमंत्री श्री मनमोहन सिंह ने मानवसंसाधन मंत्रालय सहित शिक्षा की नीति निर्धारण में जुटी सभी संस्थाओं से उच्च शिक्षा में क्षेत्रीय असंतुलन दूर करने के लिए तेजी से कदम उठाने की जरूरत बताया है। पीएमओ ने हाल ही में श्री मनमोहन सिंह जी की इस इच्छा से मानवसंसाधन मंत्रालय को अवगत कराया है।

मंत्रालय के उच्च पदस्थ सूत्रों का कहना है कि दसवीं योजना के दौरान दक्षिण के राज्यों में उच्च शिक्षा से संबंधित कॉलेजों की तेजी से बढ़ी तादाद ने उत्तरी राज्यों को मीलों पीछे छोड़ दिया है। गांव और शहर की खाई भी काफी गहरी है और मंत्रालय के आंकड़ों के मुताबिक सामान्य शिक्षा के ८० प्रतिशत कालेज शहरी क्षेत्रों में स्थित हैं।

मंत्रालय के उच्च पदस्थ अधिकारी के मुताबिक पीएमओ के साथ चर्चा में यह मुद्दा बार-बार उठा है। ग्यारहवीं योजना में इस अंतर को पाटने की मुहिम तेजी से शुरू करने के लिए संबंधित एजेंसियों यूजीसी, एआईसीटीई और राज्यों को चेताया गया है।

महाराष्ट्र, आंध्र, तमिलनाडु पहले तीन वर्ष २००२-०३ से २००६-०७ के दौरान महाराष्ट्र में सबसे ज्यादा ७३२ कॉलेजों की संख्या बढ़ी है। इस दौरान आंध्रप्रदेश में ६७५, तमिलनाडु में ६१२, कर्नाटक में ५८६ और केरल में ३६६ कॉलेज खुले हैं। मद्रा, यूपी, राजस्थान जैसे राज्य इस आंकड़े से काफी दूर हैं। आठ राज्य इस मामले में दहाई का आंकड़ा भी नहीं छू पाए हैं।

इनके गांव बेहतर

विश्वविद्यालय अनुदान आयोग ने बताया है कि असम, हिमाचल प्रदेश, मणिपुर, केरल, उड़ीसा और तमिलनाडु ऐसे राज्य हैं, जहां ग्रामीण इलाकों में कॉलेजों की संख्या अन्य राज्यों की तुलना में बेहतर है।

हालत सुधारने का भरोसा

मानवसंसाधन मंत्रालय के वरिष्ठ अधिकारी ने कहा कि उच्च शिक्षण संस्थान खोलने के लिए गांव और शहर के बजाए आधारभूत ढांचे की उपलब्धता देखी जाती रही है, लेकिन अंतर पाटने के लिए ग्यारहवीं योजना में हर इलाके के साथ संतुलन साधने की योजना बनाई गई है, इस पर तेजी से अमल करने का प्रयास शुरू हो गया है।

देश के १४ शहरों में खुलेंगे विश्वस्तरीय केंद्रीय विश्वविद्यालय

केंद्र सरकार ने ११वीं पंचवर्षीय योजना के तहत भोपाल और जयपुर समेत देश के १४ शहरों में विश्वस्तरीय केंद्रीय विश्वविद्यालय खोलने की योजना बनाई है। इसके अलावा विभिन्न राज्यों में चार नए आईआईटी, छह आईआईएम और तेरह नए केंद्रीय विश्वविद्यालय स्थापित करने का फैसला भी किया गया है। सरकार ने तीन विश्वविद्यालयों को केंद्रीय विवि का दर्जा देने की भी योजना बनाई है।

मानव संसाधन विकास श्री मंत्री अर्जुन सिंह जी ने कहा कि उन्होंने इन प्रस्तावों पर प्रधानमंत्री मनमोहन सिंह को राजी कर लिया है। गौरतलब है कि नए

आईआईटी, आईआईएम और केंद्रीय विश्वविद्यालयों के प्रस्तावों को प्रधानमंत्री कुछ माह पहले मैकेनिज्म न होने के आधार पर खारिज कर चुके थे।

देश के १४ शहरों में विश्वस्तरीय केंद्रीय विवि स्थापित करने की योजना है। इनमें भोपाल, जयपुर, अमृतसर, गांधीनगर, ग्रेटर नोएडा, पुणे, कोलकाता, कोयंबटूर, मैसूर, विशाखपट्टनम, पटना, कोच्चि, भुवनेश्वर और गुवाहाटी का नाम शामिल है।

नए आईआईटी मध्यप्रदेश, गुजरात, पंजाब व उड़ीसा में स्थापित किए जाएंगे। मद्रा में नया आईआईटी इंदौर में स्थापित किया जाएगा, जबकि बाकी राज्यों में

स्थान तय होना बाकी है। राजस्थान, आंध्रप्रदेश और बिहार में पहले से घोषित तीन आईआईटी के लिए इसी साल से दाखिले शुरू करने की घोषणा की गई है। राजस्थान के दाखिले दिल्ली आईआईटी में और आंध्र, बिहार के दाखिले इन राज्यों की राजधानी के आस-पास के शहरों में करने का फैसला किया गया है।

छह नए आईआईएम छत्तीसगढ़, हरियाणा, झारखंड, जम्मू-कश्मीर और तमिलनाडु में स्थापित किए जाएंगे। इसके लिए अभी तक छत्तीसगढ़ के रायपुर का नाम ही तय हो सका है।

Get IIT, IIM degrees sitting at home soon

You may soon be able to finish a course in MBA or engineering from top government institutes like the IIMs and IITs, or premier private institutions, without attending regular classes. The government has allowed all educational institutions to offer their popular courses through distance and mixed education mode.

Three regulatory bodies, the University Grants Commission (UGC), All India Council for Technical Education (AICTE) and Distance Education Council (DEC), have jointly decided to allow all the educational institutions to offer distance education courses subject to

approval by a joint committee formed by them.

The UGC, earlier this month, approved an agreement with AICTE and DEC, for constitution of the joint panel to act as a "single window" approval mechanism for distance education. "It is a big leap for high quality distance education: said a UGC member.

This would mean that the institutions would not have to run from one regulatory body to another to get approval for starting distance education courses. "The mechanism would be in place in few months," a UGC official said.

The AICTE has been entrusted with the job of monitoring distance

education courses offered by technical education institutions while UGC will do the job in case of universities including deemed universities. The DEC will be the overall regulatory body for open education.

The panel would evolve a mechanism to monitor the institutions conducting courses or programmes in distance or mixed mode – distance plus institutional education. It would identify thrust areas and develop curriculum and learning methods to bring in uniformity in open education. The panel will also come out with guidelines to ensure quality in different programmes offered by the institutions. □

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First Meeting of the New Executive Committee of IAEA

The Indian Adult Education Association is organizing the first meeting of its newly elected executive committee at Janardhan Rai Nagar Rajasthan Vidyapeeth, Udaipur, Rajasthan on May 31, 2008.

The meeting will be held at 4.30 p.m. at Chancellor's Office. The term of previous executive committee has already ended and the new committee has become functional.

The new committee would consider action arising out of the

last meeting and also discuss the report of the activities of the Association during the period December 2007 to April 2008.

The future Action Plan of the Association and the Budget Estimates would be considered. Sub-Committees, Zonal Committees and Editorial Board would also be constituted. New memberships of IAEA will also be approved by the Committee on the basis of applications for membership received. □

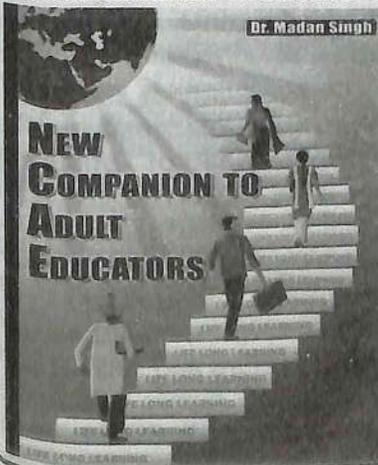
IAEA Constitutes its Karnataka Branch

IAEA has constituted its Karnataka branch. Prof. K.R. Susheela Gowda has been appointed to act as its Convenor. State body of the branch consisting of a Chairperson, Vice Chairperson, Secretary, Treasurer and five Members will be elected by the IAEA Members of the Karnataka State.

IAEA Appoints New Convenor for its Gujarat Branch

The Gujarat Branch of IAEA has been reconstituted after the death of Prof. Nanubhai Joshi. Dr. Devendra C. Bhatt has been appointed as its Convenor. Shri Dilip Dave will act as its Co-Convenor. A State Body consisting of Chairperson, Vice Chairperson, Secretary, Treasurer and seven Members will be elected by the IAEA Members of the Gujarat State.

International Institute of Adult & Lifelong Education



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- Dr. Madan Singh

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Why not public-funded higher education?

It is an accepted fact now that the sustained growth of higher education is the catalyst for rapid economic development, human resource and human capital formation for the developing countries so as to face globalised competition.

However, the Indian higher education system faces daunting challenges relating to quality, inequalities and inadequacies of funds. Since the 80s, higher education has suffered a resource crunch for its deliverance and diversification. Some well-meaning HRD provisions were like drops in the ocean of technological advances sweeping the world in the same period, which otherwise should have been embedded by now. These have resulted in a very adverse social commentary on the state of affairs of higher education in the country.

The state funding, which had not kept pace with the increasing cost of education all this while, has further squeezed, with an eye on new dream projects. Although the government has taken initiatives for primary and secondary education, but such increased aid may not translate into improvement unless the linkages with accessible higher education are made, including all types of post-secondary education.

Hence higher educational planning must also take central stage as with the turn of this century, it faces an unprecedented demand for expansion and diversification. This implies that dynamic structural changes with respect to the way knowledge can

be produced, disseminated, accessed and controlled. Now, the viability of universities would largely depend upon their ability to change, induce change, help conserve the human value system, develop progressive societies by rising and transcending above economic endeavours.

Those universities, which developed sound mechanisms to sustain themselves during political and economic upheavals, have been able to maintain their creative relevance, for a university has to address this issue on its own for long-term societal aims of economic growth through social vision, ethics and managerial skills. Thus, a responsible leadership is the hallmark of higher educational institutes. Though uncertainty is inherent to its system, to live with the uncertainty of change and within this milieu by improving quality, meeting social and economic needs, protecting social values and humanistic perspectives is an onerous task.

However, to sustain the ever-evolving higher education and remain socially relevant, the role of stakeholders-governments, students, parents, industries, society at large-becomes imperative as education and research programmes of universities contribute to the development of the local society, region and the nation. Thus, it is the duty of the government and society to ensure that deprivation of resources doesn't take place in these temples of learning.

भारतीय प्रौढ़ शिक्षा संघ द्वारा राज्यस्तरीय सम्मेलन का आयोजन

भारतीय प्रौढ़ शिक्षा संघ आगामी जून १, २००८ को राजस्थान विद्यापीठ के प्रताप नगर परिसर में एक दिवसीय संगोष्ठी का आयोजन कर रहा है। संगोष्ठी का विषय "प्रौढ़ शिक्षा कार्यक्रम में स्वैच्छिक संस्थाओं की भूमिका" है। संगोष्ठी पूर्वाह्न १० से ३ बजे तक आयोजित की जाएगी। सांयकाल ४ से ५ तक सदस्यों की बैठक आयोजित की जाएगी, जिसमें सहमति के आधार पर राज्य शाखा की कार्यकारिणी का गठन किया जाएगा।

Funding and accessibility of higher education is the most debated topic in recent times. The universities all over the world have been generating resources through government Budgets, grants, tuition fees, etc. Since public and societal support is essential for the domains of higher education, the mobilisation of resources by society will depend upon public awareness and the role of the media to generate funds for the continuity of creative freedom of universities.

The availability of substantial non-governmental resources is the only way of ensuring sustainable higher education in universities. Intellectual dialogues on relevant higher education for sustainable development of society and region should become a regular feature and such closer links between higher education and world industries are important

contd. on next pg.

Education overhaul soon

The central government has finalised a bill that proposes to fix the minimum age for admission to pre-school at 3 years and 10 months.

The draft Right To Education Bill, which will be put up for cabinet consideration in May, would also protect parents and children from screening by schools and prescribes huge fines in case of violation.

Prepared by the Human Resource Development Ministry, the bill says the minimum admission age for Class I should be 5 years and 10 months before the beginning of the academic year. This implies the admission age for pre-school would be 3 years and 10 months.

Last year, the Delhi government fixed 3 years as age for admission to pre-school, 4 for pre-primary and 5 for Class I.

The bill, which aims at implementing the Right to Education guaranteed by the Constitution in 2002, shields parents from arbitrary admission rules of private schools. If found subjecting parents or children to screening, the school will be fined Rs 25,000. A repeat offence will invite a fine of up to Rs 50,000. If a school is found guilty of taking capitation fee, the fine will be up to ten times of what it charged.

The school has to follow the laid down procedure for admission at any cost. Any violation that results in a deserving child not getting admission would invite a fine of up to Rs 10,000. This fine can also be imposed on the

government servant responsible for implementing the RTE law.

The draft empowers the State Commission for Protection of Child Rights or any other authority designated by the state government to impose the prescribed fines.

At the national level, the National Commission for Protection of Child Rights will monitor implementation of the law.

Although education is a state subject, the HRD ministry believes all states would implement the law, as the Centre would only then share their financial burden of implementing the law.

The ministry has estimated that cost of implementing the law till 2015 would be Rs 2,28,000 crore.

The ministry is willing to bear up to 90 per cent cost of implementation of the law if the states commit to bear a cost equivalent to their highest expenditure on elementary education in the past five years. However, the final fund-sharing formula will come from the Planning Commission.

The draft has also framed a set of norms for private schools on teachers' qualification, student-teacher ratio and infrastructure among others. Failure to comply with them could result in the closure of the school.

It strictly prohibits teachers from taking private tuitions but allows their deployment for election duties, conducting Census and for disaster relief.

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Why not public-funded ...

for developing countries. The state should always strive for developing civilised society. Today, in the globalised world, the onus on society has increased towards sustainability of higher education because it will be the first casualty with deprivation of relevant education.

Hence it is time to reflect on how our society can play its role. In India, there has been a well-ingrained tradition of charity and philanthropy. Individual charity for social cause has been a hallmark of Indian ethos. But these individual efforts collapse as soon the person is out of picture. Particularly in Punjab, collapsed remnants of the individual efforts in philanthropic activities are scattered all around. But if all these resources can be pooled in a public social enterprise for higher education, the reach of social reforms through education will increase manifold and make them sustainable.

Society collectively should provide resources to ensure perpetuation of the values it cherishes.

The concept of 'social entrepreneurship' as means to sustain higher education in existing universities is the need of the hour. Such efforts will not only sustain the value-added education but also sustain the withering public-funded institutes of higher learning. To ensure people's participation, we only need to redefine charity and translate it into relevant education to perpetuate a value-based system to fulfil these objectives.

Centre for better access to higher education "Only 10 % of youth now have such access"

Congress President Sonia Gandhi said that the United Progressive Alliance government was for increasing access to higher education.

Declaring open a modern auditorium at the Alagappa University here, she said only 10 per cent of the youth had now access to higher education and efforts were on to increase it to 15 per cent in every university and college.

"If we achieve our objective, many thousands of young men and women will receive the benefits of higher education. They would be in a position to contribute to the development and progress of the country."

Speaking of the knowledge of ancient Indians, she said they were able to chart the movement of planets and unravel the mystery of the universe with just their

power of observation and without any modern instrument.

The auditorium has been named after L.C.T. L. Palaniappa Chettiar, father of Union Finance Minister P. Chidambaram. Along with University Grants Commission (UGC) grant and funds from elected representatives, the family of Mr. Chidambaram has also contributed for the Rs. 3-crore auditorium.

On the occasion, Mr. Chidambaram said higher education was as important as primary education. Primary education made children literate and skilful, whereas higher education gave an edge to the country in the path of development.

State Finance Minister K. Anbazhagan praised the Chettiar community for its contribution to the development of education in rural areas.

Stating that the community was known for its impeccable way of maintaining accounts, he said Mr. Chidambaram had gone way ahead by presenting budgets that received recognition at the global level.

UGC Chairman Sukhadeo Thorat said access to higher education was poor in India. It was just 10 per cent here compared to the global average of 23 per cent and 80 per cent in developed countries. The 11th Five Year Plan envisaged an increase in access, with a budget of Rs. 84,943 crore as against Rs. 9,500 crore in the 10th Plan. Vice-Chancellor P. Ramasamy appealed to Mr. Chidambaram to allocate Rs. 100 crore for taking up various infrastructure development activities in the university on the occasion of the birth centenary of philanthropist Alagappa Chettiar. □

MCD makes primary education free in Delhi

In a major decision that is likely to curb school dropout rates among the underprivileged and lower middle class sections in the Capital, the Municipal Corporation of Delhi (MCD) has decided to make primary education absolutely free in its schools.

The decision was announced on the occasion of the golden jubilee of the MCD in the lawns of Town Hall, the head quarters of the corporation. Around nine lakh students are likely to benefit from the decision.

While celebrating the Golden Jubilee of the MCD, during her

speech Delhi Mayor Arti Mehra announced that the MCD has taken a decision to extend absolutely free primary education in its schools and those aided by it. Mehra said that the 'initiative was a part of the commitment of the MCD to provide free education to all'.

According to MCD Standing Committee Chairman Vijender Gupta 900,000 students would get benefit from the decision. The MCD will finance the scheme from its own budget, which for the first time in its history has crossed Rs 5,000 crore.

The initiative will be implemented from this year and will be continued thereafter. Now onwards students will not have to pay any charges. Though meagre but earlier students were required to pay a number of charges like boys fund, hobby fund, cubs and bulbul funds.

It meant that students had to pay about Rs 50 per year. Gupta said, "we had to take the decision since we felt that there was a great deal of drop out from schools at the primary level. We do not want any financial burden on the

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Education for all must to maintain growth rate, says Chidambaram

Currently, about 7.6 million children are out of school

If India is to sustain the current level of economic growth rate, it is vital to provide expanded education opportunities to all, Union Finance Minister P. Chidambaram said.

Delivering the annual convocation address at the Women's Christian College (WCC), he said while investment and productivity were essential for increasing economic growth and eradicating poverty, human capital also played a critical role. According to one estimate, improvement in human capital alone might have contributed around 1-2 percentage points to the current high growth rate. To sustain this growth rate, it was vital that expanded education opportunities were made available to all.

Stating that the National Skill Development Mission was launched to impart skills to school-leaving children so that they could earn a livelihood, he said: "Even after completing 10 years of education, children are found wanting in logical and communication skills. Their arithmetic skills do not go beyond simple multiplication and division... Besides, school education in India does not equip the child with any work skills that can enable the child to obtain useful employment." Mr. Chidambaram regretted that even after 58 years, States had failed to fulfil their promise of providing free and

compulsory education for all children until they completed the age of 14. Currently, about 7.6 million children were out of school.

According to him, 25 per cent of the children drop out at the end of class V. By class X the ratio went up to 61 per cent. Therefore, the challenge at the upper primary stage of education was to retain the child in school.

In this connection, he recalled several incentives such as free tuition, free books, extension of the mid-day meal scheme up to class VIII, scholarships and fixed deposit accounts for girl children introduced by the Centre.

The immediate goal of the Centre was to increase the Gross Enrolment Ratio (GER) to 15 per cent by end-2012 as the number of students turned out by colleges and universities every year was woefully short of the requirements of a fast growing economy.

"The GER [the proportion of school-leaving children admitted to a college or university] in developed countries is 54 per cent. The world average is 23.2 per cent and in India, currently it is 11.6 per cent. It also falls short on the quality standards required to promote efficiency in a competitive world. Therefore, our immediate goal is to raise the GER to 15 per cent by end of 11th Five Year Plan and then to 21 per cent by the end of the next Five Year Plan," he said. □

Radical proposals in new education bill

Tucked away in the Right to Education draft bill—framed by the HRD Ministry, which is presently in consultation with the Law Ministry—are two proposals that might spell change with a capital C in the primary education sector, if the bill is through.

According to the first proposal, schools all over India, aided or unaided, will have to admit at least 25 percent students from the 'neighbourhood', which is defined as per age: within 1 km for primary classes and 3 km after Class V.

This means that even private schools will have to open their doors to children living in the neighbourhood even as the government pays for them. The catch here is that the government will not pay the fees but the "cost per learner"—the amount spent on educating a child in a government school—which is expected to ruffle the private school lobby.

While those associated with the drafting of the bill say that it is the "PPP (public-private partnership) approach with a difference" and a good thing, others believe that the government is shirking responsibility and is expecting the private sector to do what it should be doing much like governments in countries like the US, China and Taiwan.

The other big proposal in the bill is establishing a norm or a standard for schools. While the Sarva Shiksha Abhiyaan recognises a variety of schools as legitimate and as constituting educational institutions, this bill

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lays down a standard for schools that the state must meet in five years and will remove traditional or informal schools from the ambit of what would be recognised as schools.

The Right to Education bill is similar to the one drafted in 2005, but since 2002, when education at elementary level was made a fundamental right, the onus of ensuring that the child goes to school has been on the state rather than the parent. The bill also proposes radical measures like no exams or testing of any kind for children as a prerequisite for admissions. It also takes away the obligation of producing a birth certificate which has been a major impediment for children being admitted to schools. If the bill becomes a law, the parents' word about the child's birth will have to be taken as fact.

The UPA has committed itself to education expenditure of up to 6 percent of the GDP over the five-year period (2004-09), but the cost of schooling all children had supposedly held back the bill during the NDA's term, and now the UPA's. This, despite the fact that right to education is a fundamental right after the Constitution was amended in 2002.

On February 14 this year, the Prime Minister had announced that the Right to Education Bill would be introduced in this budget session. The educationists are optimistic about the bill making it to Parliament before next year's elections. □

कमियां अब भी हैं, लेकिन तस्वीर भी बदली है, काफी हद तक। दलितों और अल्पसंख्यकों के बच्चे अब पढ़ाई के मामले में उतने पिछड़े नहीं, जितने शुरूआती दौर में थे। उनमें चेतना आयी है और शिक्षा के मामले में सामाजिक परिदृश्य भी बदला है। नतीजा यह है कि वे कम से कम बुनियादी शिक्षा के मामले में आगे बढ़ चुके उन बच्चों के करीब आ गए हैं, जिनकी तुलना में उन्हें काफी पिछड़ा माना जाता था। उनके पिछड़ने का शोर और सवाल अब भी है।

कुछ सामाजिक सरोकार के चलते, कुछ राजनीतिक वजहों से। हालांकि सरकार की एक हालिया रिपोर्ट शोर मचाने वालों को किसी हद तक जवाब दे सकती है। एजुकेशनल कंसल्टेंट इंडिया लिमिटेड की यह रिपोर्ट बताती है कि प्राइमरी में इन बच्चों की कुल उपस्थिति दर लगभग ७० प्रतिशत है। बिहार में यह सबसे ज्यादा ९४ प्रतिशत है। इसी तरह अपर प्राइमरी में कुल उपस्थिति दर लगभग ७७ प्रतिशत है, जो प्राइमरी से करीब सात प्रतिशत ज्यादा है। अपर प्राइमरी में बिहार में ३६ प्रतिशत, तो उत्तर प्रदेश में उपस्थिति दर ६० प्रतिशत है। हिमाचल में ९३ प्रतिशत और केरल में ९२ प्रतिशत है। पढ़ाई के पहले घंटे में गिनती और हाजिरी रजिस्टर के मिलान से तैयार की गई यह रिपोर्ट खुलासा करती है कि प्राथमिक कक्षाओं में अनुसूचित जाति के कुल बच्चों में से लगभग ६८ प्रतिशत, जनजाति के करीब

७० प्रतिशत और मुस्लिम समुदाय के करीब ६६ प्रतिशत बच्चे मौजूद थे। मध्य प्रदेश, उत्तर प्रदेश, उत्तराखंड जैसे राज्यों में तो दूसरे वर्ग की तुलना में अनुसूचित जाति के बच्चों की उपस्थिति महज पांच प्रतिशत कम थी। इसी तरह अपर प्राइमरी में पढ़ाई के पहले घंटे में अनुसूचित जाति के करीब ७५ प्रतिशत, अनुसूचित जनजाति के लगभग ७८ प्रतिशत और मुस्लिम समुदाय के ७९ प्रतिशत बच्चे हाजिर मिले। अनुसूचित जाति के बच्चों के मामले में कई ऐसे राज्य जरूर हैं, जहां उनकी उपस्थिति का अंतर दस प्रतिशत से कम है। जहां तक मुस्लिम बच्चों का सवाल है तो आंध्र प्रदेश, उड़ीसा और उत्तराखंड में सामान्य वर्ग के बच्चों की तुलना में उनकी हाजिरी सात प्रतिशत तक कम रही। बाकी राज्यों में प्राइमरी और अपर प्राइमरी स्तर पर मामूली अंतर है।

पढ़ाई में बाधक वजहें : प्राइमरी और अपर प्राइमरी स्तर पर कुछ वजहें अब भी बरकरार हैं, जो बच्चों की पढ़ाई में बाधक हैं। पचास प्रतिशत से अधिक प्रधानाध्यापकों, शिक्षकों और ग्राम शिक्षा समितियों का कहना था कि घरेलू काम और भाई-बहनों की देखभाल बच्चों के स्कूल न जाने की सबसे बड़ी वजहें हैं। गरीबी, पिता के व्यवसाय में हाथ बंटाना, उनकी पढ़ाई में मां-बाप की अरूचि और परिवार का फौरी पलायन जैसी वजहें भी पढ़ाई में बाधा हैं। स्कूलों में सुविधाओं की कमी भी एक कारण है। □

संसार रुपी कटु वृक्ष के दो फल अमृत के समान हैं- एक तो मृदु त्वन का रसास्वादन और दूसरा सत्संग।

चाणक्य

गरीब छात्र भी पढ़ सकेंगे आईआईएम में

भारतीय प्रबंध संस्थान-अहमदाबाद (आईआईएम-ए) में अब गरीब छात्र भी पढ़ सकेंगे। संस्थान ने एक लाख रूपए तक की सालाना आय वाले परिवारों के छात्र-छात्राओं को मुफ्त शिक्षा देने की घोषणा की है। वहीं, दो लाख सालाना आय वाले परिवारों के विद्यार्थियों को ८२ प्रतिशत की छात्रवृत्ति दी जाएगी।

आईआईएम-ए बोर्ड की एक महत्वपूर्ण बैठक के बाद संस्थान के निदेशक समीर बरूआ ने यह घोषणा की। उन्होंने कहा कि एक लाख वार्षिक आय वाले परिवार के विद्यार्थियों के आवश्यक सभी खर्च संस्थान ही वहन करेगा। इसके लिए संस्थान ने ८.५० करोड़ रूपए का फंड बनाया है।

हालांकि अभी यह स्पष्ट नहीं है कि संस्थान कितने विद्यार्थियों को एक लाख रूपए का वार्षिक आय संबंधी नियम का लाभ देगा। इसे फीस वृद्धि को लेकर हो रही आलोचना से बचने के लिए की गई घोषणा बताया जा रहा है।

फीस तो बढ़ेगी बरूआ ने बताया कि पीजीपी पाठ्यक्रमों की तर्ज पर पीजीपीएक्स, पोस्ट ग्रेजुएशन प्रोग्राम इन पब्लिक मैनेजमेंट पॉलिसी जैसे पाठ्यक्रमों की फीस बढ़ाने का भी फैसला किया गया है। यह फैसला अप्रैल २००९ से आरंभ होने वाले सत्र पर प्रभावी होगा। बरूआ ने इन पाठ्यक्रमों की प्रस्तावित फीस वृद्धि के बारे में कुछ भी बताने से इनकार किया है।

छह माह में बताए सरकार, मुफ्त शिक्षा कब तक

सुप्रीम कोर्ट ने सरकार से कहा है कि वह छह महीने के अंदर बताए कि संविधान के अनुच्छेद २१ए के तहत मुफ्त शिक्षा प्राथमिक शिक्षा को अनिवार्य रूप से कब तक लागू करेगी। ओबीसी कोटा मुद्दे पर विचार के लिए गठित संविधान पीठ के जज जस्टिस दलवीर भंडारी ने फैसले में कहा कि हर बच्चे को शिक्षा देना मौलिक अधिकार है। शिक्षा के बिना मौलिक अधिकार की जानकारी भी नहीं हो पाती। हर बच्चे को शिक्षित करने के लिए सरकार को डेडलाइन तय कर लेनी चाहिए।

जस्टिस भंडारी ने कहा कि प्राथमिक शिक्षा को लगातार नजरअंदाज किया जा रहा है। संविधान की धारा २१ए के तहत ६ से १४ साल के बच्चे के लिए स्कूल जाना लाजमी है लेकिन सरकार इस सवैधानिक दायित्व का निर्वाह नहीं

कर रही है। उच्चशिक्षा को अधिक फंड देने या उसे प्रोत्साहित करने की खिलाफत नहीं की जा सकती लेकिन प्राइमरी एजुकेशन की तरफ भी बहुत ध्यान देने की जरूरत है। यह भी सुनिश्चित करना होगा कि बच्चे लगातार स्कूल जाएं। इसके लिए केंद्र को कानून बनाना चाहिए।

अदालत ने कहा कि समाज के वंचित वर्ग को बच्चों की शिक्षा के लिए धन मुहैया कराया जाए। फिर भी अगर मां-बाप बच्चे को स्कूल नहीं भेजते तो उनके खिलाफ कानूनी कार्यवाही की जाए। स्कूल जाने के बजाय बच्चों से काम करवाने वाले नियोक्ता के खिलाफ आपराधिक मुकदमा दर्ज किया जाए। प्राथमिक शिक्षा के लिए सरकार ज्यादा धन मुहैया कराए।

गरीब बच्चों को दाखिले में कोटा

छह से चौदह साल तक के बच्चों के लिए मुफ्त एवं अनिवार्य शिक्षा के लिए प्रस्तावित कानून में आर्थिक रूप से गरीबों के बच्चों के लिए भी २५ प्रतिशत आरक्षण का प्रावधान किया जा रहा है। खास बात यह है कि इन बच्चों की पढ़ाई का खर्च सरकार उठाएगी।

सूत्रों के मुताबिक मानव संसाधन विकास मंत्रालय ने मुफ्त एवं अनिवार्य शिक्षा के लिए प्रस्तावित शिक्षा का अधिकार

विधेयक का जो मसौदा तैयार किया है, उसमें सरकारी के साथ ही गैरसरकारी स्कूलों के लिए कई जरूरी प्रावधान किए गए हैं। मसलन सभी स्कूलों में होने वाले कुल दाखिले में २५ प्रतिशत सीटें निम्न आय वर्ग (गरीबों) के बच्चों के लिए आरक्षित होंगी, जबकि इन दाखिलों को सुनिश्चित कराने की जिम्मेदारी क्षेत्रीय शिक्षा अधिकारी को होगी।

**मित्र वही है जो आपत्तिग्रस्त होने पर सहायता करता है।
बंधु वही है जो पथभ्रष्ट होने पर सही राह दिखाता है।**

वाल्मीकि

10-fold increase in plan outlay for higher education

Indira Gandhi National Open University (IGNOU) is planning to enter into a new era in education in the XI plan, particularly in the post-school higher education.

Vice-chancellor VN Rajasekharan Pillai indicated an unprecedented 10-fold increase in the outlay for higher education. The current plan seeks to achieve the target of increasing the higher education to 15 per cent by 2012 from the current 10 per cent.

In addition to enhanced access, the plan also lays much emphasis on skill, capacity building, training, employability, life long education and continuing education.

"Open and distance learning is recognised and accepted as an important mode for achieving many targets from the XI Plan," said Ravi Mohan, chief public relations

officer, IGNOU. "In relation to contributing to social and economic development, distance learning plays a decisive role in the creation of a knowledge based society."

The open education system in the country, comprising the IGNOU, 13 state open universities, over 150 distance education institutes in conventional universities, the national institute of open schooling and other institutes have significant pedagogical, developmental, organisational and economic implications.

"In 2007, our annual, fresh enrollment crossed 5 lakh and our cumulative student strength is about 1.8 million now," said Ravi Mohan. "This amounts to about 15 per cent of the total student population in the universities in India."

contd. from pg. 4
MCD makes primary education ...

parents, which might deter them from discontinuing the education of their children. By this decision we especially wanted the weaker sections to benefit."

Gupta said that the decision will cost the MCD about Rs ten crore. Since non-payment of charges by the students will mean a loss of 4.5 crore to the exchequer, the MCD will have to pay the same from its own funds. Gupta also termed the decision historic as it has come in the 50th year of existence.

The Mayor informed that in its efforts to spread education the MCD has paid Rs 200 scholarship to more than 450,000 girl students studying in its schools. The decision has cost the MCD Rs 9 crore. Mehra informed that the amount would also be provided in the coming years also.

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IAEA Presented Report of Study on Edusat National Network

Indian Adult Education Association (IAEA) conducted a study on Edusat National Network Utilisation by Consortium for Educational Communication (CEC), an institution setup by University Grants Commission (UGC). The study was assigned to IAEA by Development Education and Communication Unit (DECU) of Indian Space Research Organisation (ISRO). ISRO had launched a Satellite (GSAT-3) on September 20, 2004 which was dedicated to Education. The Education Satellite (Edusat) interalia has a National Beam and regional beams. The main users of the National Beam are School Education (CIET), Higher Education (CEC),

Technical Education (NITTTR), Health Education (ISD) and Science Education (Vigyan Prasar). At the time of study Edusat had been launched for over three years.

The report of the study was presented by Dr. V. Mohankumar, Director, IAEA and Shri Prem Chand, Consultant, IAEA in a meeting organized by DECU at Ahmedabad for this purpose. The presentation highlighted the findings of the study and the recommendations made for improving the quality and quantity of network utilisation by CEC/UGC. The findings and recommendations were appreciated by DECU and ISRO representatives. □

Smt. Anita Kaul is the new JS(AE) & DG, NLM

Smt. Anita Kaul is a 1979 batch IAS Officer of Karnataka Cadre. She has been associated with Education including Adult Education for a long time. She has held the posts of Deputy Secretary in Adult Education Bureau of the Ministry of Human Resource Development, Govt. of India with additional charge as Director, Directorate of Adult Education. She also held the post of Secretary in the Government of Karnataka. Before taking charge of the post of Joint Secretary (Adult Education) and Director General, National Literacy Mission, she was Joint Secretary Incharge of Mid-Day Meals Programme in the Ministry.

It is possible to store the mind with a million facts and still be entirely uneducated.

Alec Bourne

Education is the best provision for old age.

Aristotle

Evaluation of CE programme of Kannur by IAEA – A unique experience

Indian Adult Education Association was assigned the study of conducting first External Evaluation of CE Programme of Kannur district of Kerala by Kerala State Literacy Mission. Evaluation team of the Association under the direction of its Consultant, Shri Prem Chand conducted the study during the first fortnight of May 2008.

All the nine CD Blocks of the district were covered by the team for collection of field data and for holding discussion with the field functionaries, community representatives, beneficiaries and Panchayat representatives including Panchayat Presidents at District, Block and Gram Panchayat levels. Kerala State has implemented CE programme through the Panchayat Raj institutions. At the district level District Panchayat has adopted the programme as one of its development activities. The Block Panchayats take care of Nodal Adult Education Centres which are functioning with the support and supervision of the Block Panchayat. Each Block Panchayat organizes two NCECs and through these NCECs supervises the functioning of CECs in the Block. Municipal Committees also organize NCECs as well as CECs in their area. The six Municipal Committees of the district take responsibility of organizing CE programme in their area of operation as part of their own responsibility. The Gram

Panchayats consider it their own right and responsibility to organize and supervise the functioning of the CE centres in the Gram Panchayat area. Three levels of the Panchayat Raj Institutions (PRI) have evolved a unified and yet decentralized system of organizing the programme. The responsibilities of each level of PRI are not limited only to the organizational aspect of the programme. Each level of PRI contributes its own share of budget for this programme also. The decentralization has further been extended to different wards of the Panchayat. Each Ward Member of the Panchayat is responsible for the management of the CE programme in his/her Panchayat ward. The management system of the CE programme seems to be an effective management system adopted in Kerala districts at the field level.

The State Literacy Mission Authority has been providing support and guidance for the implementation of CE programme in different parts of the State. It meets the requirements of funds needed at State level functioning of the programme and also provides funds for the honorarium of the Preraks and Assistant Preraks. The unique feature of the CE programme in the state seems to be that the Preraks and Assistant Preraks are engaged in the development activities of all types including education which has gone beyond the literacy level.

The Prereks receive honorarium as sanctioned by NLM plus an amount of Rs. 100/- for CEC and Rs. 200/- for NCEC from State side as an incentive for work and travel etc.

The Preraks are not alone in performing their functions. They have the support of the officials, non officials and the community. CE has become a forum for different types of developmental activities relating to health, education, vocation etc.

Kiran programme of the district of Kannur is an innovative experiment. Literacy rate of the district was 92.6 percent in 2001 and it is now surely more than this. Percentage of non-literates of the age group 18-50 is very low in the district. So the non-literates of the age 50 and over have been identified and efforts are being made to bring them to literacy classes as part of mopping up activity. But the more important aspect of the CE programme in Kannur district is identification of the neo-literates who want to upgrade their literacy to primary level. The survey also identified those who have primary level education and will like to achieve VIIth class standard and so on. Apart from the equivalency programme which has been going on in different districts of the State, the district has launched a campaign to provide primary education to all the neo literates and even to the non-literates of age group 18-50 under the 'Kiran'

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Evaluation of CE programme ...

programme'. Kiran clubs have been set up in high schools (1) to bring the teachers to programme (2) to provide academic support to the programme by teachers (3) Monitor the programme by schools (4) to use the facility of the Schools for Kiran Programme. The response of the teaching community to this programme has been tremendous. Classes are being organized in different parts of the district under each Gram Panchayat and Municipal Committee. Each Gram Panchayat/Municipal Committee has allocated specific funds for this programme. A lot of planning exercise has gone into making the programme a success at each level. A one day survey was conducted on November 18, 2007. 6380 Squads were formed. The survey results were consolidated. District level training was imparted to the Coordinators by SRC. Training to the Core Group and Master Trainers was given by DIET. 11,500 instructors were trained. 1600 Kiran classes were started in which 14,750 learners were enrolled. By September 08, 60,000 learners are expected to be covered under this programme in the district. A state level core team has been formed to plan and implement the equivalency programme in the State. Text books for standard IV and Standard VII have been prepared. The books prepared by the State level team are being used for 'Kiran' programme also. Kerala State has also set up an

Equivalency Examinations Board which certifies the achievements of the students of equivalency classes. The certificate issued by this Board is recognized for further studies as also for employment purposes. Many learners who are eager to go to the Gulf Countries for employment are enthusiastically responding to this programme. At the time of our visit to the district the 'Kiran' classes have taught an integrated primer which covered literacy and post-literacy contents of the primers. They have now started teaching of Class IV level books. The teaching of the integrated primer has enabled the neo-literates to retain and strengthen their literacy skills which they will now be using for achieving primary level of education. It is an important step in the direction of providing the neo-literates a level which will not be relapsable. The outcome of all the basic literacy programmes is considered as fragile and the literacy achieved through the basic literacy programmes is liable to relapse if the reading writing skills are not used over a period of time. This is a programme which will possibly be adopted in other districts of the State in future and will help in retention and upgradation of literacy. Payyanur Municipality of Kannur district has already achieved success in completing primary education programme for those who have not gone to the formal schooling system of education. 481 learners of the Municipality completed primary education programme

Dr. Subhash Purohit elected as member of the Governing Council of the Bar Association of India



Dr. Subhash Purohit, Advocate and Former Member, State Consumer Disputes Redressal Commission, Rajasthan has been declared elected as Member, Governing Council of the Bar Association of India for a period of two years. He will represent Rajasthan in the Association. Dr. Purohit is former President of Jodhpur Municipal Corporation and is a Life Member of Indian Adult Education Association.

which was named as 'Vignan Jyothi'. VIIIth standard equivalency programme initiated by Ezhome Gram Panchayat with 606 target group is continuing and has been named as step ep by the total literate village of Ezhome of Kannur district. The district as a whole is marching towards the goal of a learning society.

Prem Chand
Consultant



World Education Fellowship

44th International Conference

The Korean Section of World Education Fellowship (WEF) and the Korean Comparative Education Society are organizing 44th International Conference from August 24-29, 2008 at Korean Minjok Leadership Academy, Hoengseong, Republic of Korea. **The theme of the conference is Education for Excellence – Cultivating Excellence in Everyone. The sub-themes are: -**

1. Education for Excellence and the Whole Person's Growth
 - Discussions on the Concept of Excellence and Education
 - Historical and Philosophical Reflections
 - Implications of Excellence in Democratic Education
2. Opportunities for Developing Excellence
 - Policy Issues on the Fairness of Educational Opportunities
 - De facto Problems of Minority Education in Developing Excellence
 - "Education for All" from the Viewpoint of Excellence Development
3. School Management Strategies for Excellence Education
 - Leadership in School Administration
 - Sharing Information and Experience among Teachers
 - Roles of Teacher-Parent Association for Quality Education
 - School-Community Relations for Maximal Utility of Resources
4. Pedagogy for Unfolding Potential Excellence : in relation to Intelligence, Motivation and Learning Environment
 - Intelligence as Potentiality and Actuality in the Educational Context
 - Motivation for Learning and Unfolding Potential
 - Socio-Psychological Environment and Modes of Learning
5. Curriculum Development for Excellence Education
 - Pre-School and Elementary Education
 - Secondary and Vocational Education
 - Subject-matter Teaching : Humanities, History, Social and Moral Studies, Mathematics, Sciences, Arts and Music, Sports and Recreation, Technologies and Skills etc.
6. Excellence Education as a New Challenge in the Knowledge-based Society
 - Educational Determinants of the Knowledge-based Society
 - Human Resource for Economic Development
 - Education : as Investment and as Welfare
7. The History of WEF
 - To be Reviewed from the Standpoint of Developing Excellence in Harmony and All-round Education
 - Individual Section's Case Review of Research, Practice and Policy

Proposals for Papers

Proposals for papers, posters and panels/symposia are invited from scholars, teachers and others working in areas related to the theme. Abstracts of papers and outlines of other presentations should be between 250 and 300 words and should be submitted in electronic format.

Submissions should include a clear statement to how they relate to the conference theme and sub-theme. The full details of the author and their home institution (if any) should be given. The proposal should indicate the format of the presentation (i.e. paper, video, poster, workshop).

The conference fee is 400.00 \$ per participant.

For further details, Korean Section of WEF can be contacted at the following address/telephone/e-mail.

Byung-Hyun Nah, Ph.D.	Ms. Kallolini Hazarat
Secretary General	Chairperson
The Korean Section of the World Education Fellowship (WEF)	Indian Chapter World Education Fellowship
(Home— http://www.dhlee.net/wef/)	C/o Gujarat Research Society
+82+16+2641969	Khar (West) Mumbai 400 052
206001-04-020821 E-mail : nbh9@naver.com	(Maharashtra)

Nehru and Tagore Literacy Awards Recommendations Invited

Indian Adult Education Association (IAEA) invites recommendations from anyone in India for Nehru and Tagore Literacy Awards for the outstanding work done by institutions / individuals for the promotion of literacy, adult education, continuing education and lifelong education.

Nehru Literacy Award instituted in 1968 is given to institutions / individuals in recognition of the services rendered and meritorious work done for the promotion of literacy and adult education in the country.

Tagore Literacy Award instituted in 1987 is given to those institutions / individuals who have given significant contributions for the promotion of adult education, creating awareness and improving the social and economic status of women in the country.

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

Work done in the following areas will be considered for the Awards:

1. Literacy work for non-literates.
2. Post-Literacy and Continuing Education work for neo-literates.
3. Continuing Education and Extension work.
4. Organizational work, and
5. Development of innovative teaching devices and improved teaching materials.
6. Creating awareness and improving the social and economic status of women in the country.

For assessing the institutions / individuals for awards, the extent to which new initiatives have been taken and also the extent to which the work done can be a model for replication will be given priority.

The institutions / individuals recommended for the Awards should have at least ten years of outstanding work in the field of adult, continuing education and lifelong education.

So far 36 institutions / individuals have received Nehru Literacy Award and 17 Tagore Literacy Award. A list of award winners is enclosed.

Both the awards carry a plaque, a shawl, a citation and Rs. 21,000 in cash.

Last date for receipt of recommendations in prescribed Proforma for Nehru and Tagore Awards is August 25, 2008. (The form can be photocopied and recommendations made)

Send the recommendations to :

Dr. Madan Singh

General Secretary

IAEA, 17-B, Indraprastha Estate,

New Delhi-110 002.

INDIAN ADULT EDUCATION ASSOCIATION
Recipients of Nehru & Tagore Literacy Awards

Nehru Literacy Award

1968	Dr. (Smt.) Welthy H. Fisher	1986	Dr. (Smt.) Madhuri R. Shah
1969	Smt. Kulsum Sayani	1987	Prof. N. G. Ranga
1970	Karnataka State Adult Education Council	1988	Prof. Ram Lal Parikh
1971	Smt. Durgabai Deshmukh	1989	Shri Bhai Bhagwan
1972	Shri S. N. Maitra	1990	Shri M. T. Shukla
1973	Shri R. M. Chetsingh	1991	Shri K. L. Zakir
1974	Shri T. S. Avinashilingam Chettiar	1992	Dr. Malcolm S. Adiseshiah
1975	Dr. Mohan Sinha Mehta	1992	Prof. B. B. Mohanty
1976	Dr. T. A. Koshy	1993	Shri V. S. Mathur
1977	Shri A. R. Deshpande	1994	Dr. K. Sivadasan Pillai
1978	Shri G. K. Gaokar	1995	Shri Satya Narayan Pareek
1979	Smt. Krishna Aggarwal	1996	Shri Tarlok Singh
1980	Shri Janardhan Rai Nagar	1997	Dr. C. L. Kundu
1981	Shri C. R. Bhatt	1998	Dr. D. P. Pattanayak
1982	Shri N. Bhadriah	1999	National Literacy Mission.
1983	Bombay City Social Education Committee	2000	Dr. L. D. Mishra
1984	Shri Mushtaq Ahmad	2001	Prof. N. K. Ambasht
1985	Dr. S. C. Dutta	2003	Prof. B.S. Garg

Tagore Literacy Award

1987	Smt. Lakshmi N. Menon	1995	Smt. Malati Devi Choudhury
1988	Smt. Anurupa Mukherji	1996	Dr. (Smt.) Kamlini H. Bhansali
1989	Dr. (Smt.) Rajammal P. Devadas	1997	Smt. Kamala Rana
1990	Miss Homai B. Illava	1998	Ms. Mahasweta Devi
1991	Dr. (Smt.) Phulrenu Guha	2000	Smt. Shanta Trivedi
1992	Dr. Chitra Naik	2001	Shri Dayal Chand Soni
1993	Smt. Aruna Asaf Ali	2004	Ms. Kallolini Hazarat
1994	Late Dr.(Smt.) Ramaben Desai	2005	Ms. Shobhana Ranade

**RECOMMENDATION FOR
NEHRU LITERACY AWARD/TAGORE LITERACY AWARD**

[Where space is insufficient, kindly use separate sheet]

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

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

3. Designation of the person recommended for Award

4. The nature of work being done by the institutions / individuals recommended for award in the following areas:
 - a. Literacy work for non-literates _____
 - b. Post-Literacy and Continuing Education for neo-literates _____
 - c. Continuing Education, Lifelong Education and Extension work _____
 - d. Organizational work _____
 - e. Development of innovative teaching devices and improved teaching materials

 - f. Creating awareness and improving the social and economic status of women in the country _____
5. Please describe in detail the outstanding work done by the institutions / individuals recommended for award _____

(Please attach a separate sheet clearly indicating under which area of work as mentioned in serial number 4 above. The description should show the percentage of results, the number of persons made literate, methods used for motivating the volunteers and adults to participate in adult education programme, the ability of the worker to understand and handle difficulties encountered in the programme and new initiatives undertaken which can be considered as a model for replication).

6. The length of service of the institutions / individuals recommended for award put in the field of literacy, adult education, continuing education and lifelong education

7. Additional information, if any.

Date: _____

Signature with name of the recommending person
and complete postal address

Why children remain out of school - Haryana

Lack of interest, household work, migration, earning compulsions, socio-cultural reasons and failure to pass the annual examinations are the reasons cited by the Haryana Education Department for a large number of eligible children remaining out of school.

Hence the main objective of the programme was to bring all children to school, alternate school and back to school camp by 2005 and increasing the coverage of special focus groups (girls and scheduled caste/scheduled tribe children) were not achieved in Haryana, as 2.88 lakh (6 per cent) children were still out of school while the number of out of school girls, both in the general and SC categories, was higher as compared to boys.

In spite of huge investments in the training of teachers and teaching learning equipment, the quality of education has not improved, as is evident from pass percentage in the board examination. The monitoring of the Sarv Shiksha Abhiyan programme by the General Council and Executive Committee was also ineffective.

The results of the Social and Rural Research Institute (SRI) survey pointed out that 31.5 per cent of villagers and 20 per cent of urban blocks were not covered under the SSA. The survey also brought out that about 34 out of every 1,000 children were out of school in the state. Of these, 35 per 1,000 in rural areas and 32 per 1,000 in urban areas were out of school. Among these, 37 per 1,000 were girls and 32 per 1,000 were boys.

The survey also highlighted the fact that SCs and STs have the

highest proportion of out of school children among all social groups. The ratio of out of school SC children was 69 per 1,000 and for the ST it was 196 per 1,000 against 13 per 1,000 of the general category. The main reason reported by parents for not enrolling their children in schools was that the child had to look after household chores.

Apart from regular schools, back to school camps were required to be organised to bring back those children who had dropped out. The survey brought out that about 2.6 per cent of primary schools, 2 per cent of upper primary schools and 4.4 per cent of high schools reported that the school camps were organised by them.

The analysis by disability shows that across disabilities, the estimated proportion of out-of-school children (734 per thousand) was markedly much higher than the proportion of all children aged 6-14 who were out of school (34 per thousand). Children with mental disability and speech disabled were the worst sufferers as 100 per cent children were out of school followed by visual disabled (594 per thousand).

The survey revealed that at an aggregate, 48 per cent of the children currently out of school don't want to go to school again.

The SSA Parishad revealed that the state government upgraded 364 branch primary schools to full-fledged primary schools and created 728 additional posts of teachers. However, no fresh recruitment was made under the SSA. The additional posts created as a result of the upgradation of schools under the programme were filled up by

surplus teachers who were already available with the state government.

As regards quality of education, the results from Class I to VII were fairly good but the pass percentage of Class VIII, where the examination were held by the State School Education Board was very low and had dipped to zero per cent in two schools. The poor results of board examination leaves much to be desired.

Electricity is an important facility for improving quality of education. The results of SRI survey, however, revealed that only 42.8 per cent primary schools, 69.4 per cent upper primary schools and 87.6 per cent of high schools had electricity facility.

The scrutiny of the records of five districts revealed that 2,882 textbooks for the session 2003-04 and 20,532 textbooks for the session 2004-05 were lying in stock with Sub-Divisional Educational Officers, Block Education Officers and with the headmasters of schools who attributed the reasons as excess supply of textbooks and change of syllabus of Classes VI and VIII for the session 2004-05. Thus, textbooks were printed without assessing the actual requirements.

To provide computer education to the students of upper primary classes, computers along with their accessories were provided to nine schools in each district each year during 2002-05. However, the proper arrangements for safety were not made before installation. As a result, 21 computers worth Rs 8.13 lakh have since been stolen from different schools of three districts.



HRD plans for midday meal in summer

Unconvinced by Government assurance of a 'near normal monsoon', the Human Resource Development Ministry has drawn up plans for midday meals during summer vacation in areas which might be affected by draught.

The HRD sources said, the Ministry has drawn up plans for special midday meals during summer vacations in primary schools in most backward areas where draught situation might develop, if monsoon fails.

A document - Frequently Asked Questions on MDM (with answers) - prepared by the HRD officials last week on the scheme and its outcome, says: "The midday meals which provides

nutritional support to the primary school children will aim at providing nutritional support to children in drought-affected areas this summer."

"Sources said that not only in drought-hit areas, but in primary schools of remote villages would get the benefits of HRD scheme during the summer vacations.

Incidentally, the current midday meal scheme, according to official figure provides meal everyday with nutritional value of 450 calories and 12 gms of protein.

The scheme, which began from early 2005, HRD claims has already improved Gross Enrolment Ratio and retention rate of the students at the primary level.

The Union Government, which is providing a monthly grant of Rs 60,000 per month to primary schools in the States and Union Territories, is also worried for the fact that a recent report suggests that in some States like, Madhya Pradesh, Uttar Pradesh, Bihar, Assam, West Bengal and Orissa, the State of midday meal is not well.

"In case monsoon fails, in these areas situation will only worsen, so it has to be planned in advance," the official said.

According to HRD, currently the scheme caters to 12 crore children in about 10 lakh schools. □

स्कूली शिक्षा से जुड़ेंगे बड़े औद्योगिक घराने

प्रधानमंत्री मनमोहन सिंह की पहल पर सेकेण्डरी एजुकेशन में एक दर्जन से ज्यादा बड़े औद्योगिक समूहों ने सरकार का साथ देने पर तो हामी भर दी है, लेकिन इस मुहिम में वे अपने लिए खुली छूट की वकालत कर रहे हैं। पब्लिक-प्राइवेट भागीदारी की इस मुहिम में लागत की कीमत छात्रों से ही वसूलने की तैयारी है। योजना आयोग के साथ बीते सप्ताह हुई बैठक में टाटा, रैनबैक्सी, एचएसबीसी, विप्रो, गुजरात, अम्बुजा, भारती फाउण्डेशन सहित करीब दर्जन भर बड़े समूहों ने सरकार के सामने सेकेण्डरी एजुकेशन में नए स्कूल खोलने, पुराने स्कूलों को अपग्रेड करने और आधारभूत ढांचे को बेहतर बनाने के लिए भागीदारी की इच्छा तो जताई है, लेकिन इसके

साथ उन्होंने कई शर्तें जोड़ दी हैं। निजी क्षेत्र चाहते हैं कि उन्हें स्कूलों में छात्रों की फीस तय करने का हक हो और अध्यापकों का प्रबंधन भी सौंपा जाए। सरकार से मिलने वाले सहायता में आने वाले रोड़े का हवाला देकर प्राइवेट सेक्टर स्कूलों पर अपना नियंत्रण रखने के पक्ष में हैं। योजना आयोग के निर्देश पर गठित एक उप समूह इस संबंध में एक खाका तैयार कर रहा है।

योजना आयोग की मंशा है कि निजी क्षेत्र 15 से 20 वर्ष के लिए एक स्कूल को डिजाइन करें, उसका निर्माण करें और रखरखाव करें। इस दौरान सरकार उन्हें कुछ निश्चित राशि सहायता के तौर पर देगी। प्राइवेट सेक्टर को तीसरी पार्टी यानी छात्रों से राजस्व वसूलने की

छूट होगी। यह रकम निजी क्षेत्र फीस के जरिए वसूलेंगे।

प्रधानमंत्री द्वारा घोषित 6 हजार माडल स्कूल निजी क्षेत्र की भागीदारी की प्रयोगशाला होंगे। सरकार ने तय किया है कि 2500 स्कूल पूरी तरह निजी क्षेत्र द्वारा संचालित होंगे और शेष 2500 स्कूल निजी-सार्वजनिक क्षेत्र की भागीदारी के आधार पर खोले जाएंगे। पंजाब सरकार के आदर्श और आंध्र माडल योजना आयोग में बतौर माडल पेश किया गया है।

योजना आयोग के उपाध्यक्ष मोंटेक सिंह अहलूवालिया ने बैठक में कहा कि विभिन्न राज्यों को कई तरीकों से निजी क्षेत्र को साथ लेने के प्रयास करने चाहिए। □

शिक्षा में इसलिए पिछड़ी हैं मुस्लिम महिलाएं

युवा लड़कियों को पढ़ाना नहीं चाहते अभिभावक।

दूल्हा न मिलने की भी चिंता।

उच्च शिक्षित मुस्लिम महिलाओं के लिए दूल्हा ढूँढना आज भी काफी मुश्किल काम है। सह शिक्षा मुस्लिम महिलाओं को पथभ्रष्ट कर सकती है, लिहाजा उनके लिए धार्मिक शिक्षा और एक अच्छी गृहिणी बनाने के लिए नैतिक शिक्षा देना ही सबसे बेहतर विकल्प है। ये कुछ ऐसी धारणाएं हैं, जिनके कारण भारत में मुस्लिम महिलाएं शिक्षा के मामले में पिछड़ी हुई हैं।

यह तथ्य सरकार समर्थित एक अध्ययन रिपोर्ट में सामने आया है। इसमें मुस्लिम समाज की यह सोच भी उजागर हुई है कि मुस्लिम लड़कियों को

युवावस्था से पहले तक ही पढ़ाई करनी चाहिए।

महिला एवं बाल विकास मंत्रालय द्वारा मुस्लिम महिलाओं की शैक्षणिक प्रगति की योजना तैयार करने के उद्देश्य से बनाई गई इस रिपोर्ट में बताया गया है कि मुस्लिम लड़कियों का उच्च शिक्षा से दूर रहने के सबसे सामान्य कारण उनकी युवावस्था, महिला टीचर की कमी, लड़कियों के लिए अलग स्कूल का न होना, परदा प्रथा, धर्मनिरपेक्ष शिक्षा का विरोध, जल्द शादी होना और समाज का विरोधी और दकियानूसी रवैया है।

अध्ययन के मुताबिक, स्कूल न जाने वाले ६ से १३ साल के मुस्लिम बच्चों के समूह में ४५ फीसदी लड़कियां हैं। राजस्थान, झारखंड, उत्तर प्रदेश, बिहार

और उड़ीसा में मुस्लिम लड़कियों की साक्षरता का स्तर सबसे खराब है। दक्षिणी राज्यों में स्थिति कुछ बेहतर है और शायद इसकी वजह वहां तकनीकी और व्यावसायिक शैक्षणिक संस्थानों का अधिक होना है।

मुस्लिम लड़कियों के उच्च शिक्षित न होने की एक अहम वजह मुस्लिम समाज की यह सोच भी है कि ज्यादा पढ़ी-लिखी लड़की के योग्य वर नहीं मिलेगा।

उनका मानना है कि गरीबी और सरकारी नौकरी के प्रति अलग सोच की वजह से गिने-चुने मुस्लिम लड़के ही उच्च शिक्षा प्राप्त करते हैं। अध्ययन के अनुसार सिर्फ १२.५ फीसदी मुस्लिम ही सह शिक्षा के पक्ष में हैं। □

शिक्षा संस्थानों के लिए १०,००० करोड़ मंजूर

केन्द्र सरकार ने केन्द्रीय विश्वविद्यालयों और उच्चशिक्षा संस्थानों में ओबीसी कोटा जल्द लागू कराने की दिशा में अहम कदम उठाया। आर्थिक मामलों की कैबिनेट कमेटी ने इन शिक्षा संस्थानों की क्षमता बढ़ाने और उनके विस्तार के लिए १०,३२८ करोड़ २० लाख रूपए सिद्धांत रूप में मंजूर कर लिए। इसका मकसद ओबीसी स्टूडेंट्स को चरणबद्ध तरीके से २७ परसेंट कोटा सुनिश्चित कराना है।

प्रधानमंत्री मनमोहन सिंह की अध्यक्षता में हुई आर्थिक मामलों की कैबिनेट समिति की बैठक में मानव संसाधन विकास मंत्रालय के उस प्रस्ताव को हरी

झंडी दे दी गई, जिसके तहत उच्चशिक्षा संस्थानों की क्षमता का विस्तार किया जाना है। बैठक के बाद वित्त मंत्री पी. चिदंबरम ने इस बारे में पत्रकारों से कहा कि केन्द्रीय विश्वविद्यालयों, तकनीकी और प्रबंधन शिक्षा संस्थानों की बुनियादी ढांचा विकास संबंधी व्यय वित्त समिति की सिफारिश पर यह फैसला किया गया है। इस समिति ने ओबीसी छात्रों के प्रवेश को सुनिश्चित करने के लिए इन शिक्षा संस्थानों की क्षमता में ५४ प्रतिशत विस्तार की सिफारिश की थी। चिदंबरम ने बताया कि संस्थानों की क्षमता का विस्तार इसलिए किया जा रहा है जिससे कि खुली प्रतिस्पर्धा के जरिए आने वाले

छात्र प्रवेश पाने में वंचित न रहें और ऐसे छात्रों के साथ अन्याय न हो।

वित्त मंत्री चिदंबरम ने बताया कि उच्च शिक्षा संस्थानों के विस्तार के लिए यह राशि सिद्धांत रूप में मंजूर की गई है। इस राशि में से ४,१०७ करोड़ ९१ लाख रूपए की आवर्ती व्यय के लिए और शेष ६,२२० करोड़ २९ लाख रूपए गैर-आवर्ती व्यय के लिए होंगे। उनका कहना था कि एम. वीरप्पा मोइली की अध्यक्षता वाली ओवरसाइट कमिटी और एम्पावर्ड कमिटी की सिफारिशों के क्रियान्वयन से केन्द्रीय विश्वविद्यालयों और प्रबंधन एवं तकनीकी संस्थानों के छात्र लाभान्वित होंगे। □

Central scholarship to deal with drop-out of students

The Union Cabinet's Committee on Economic Affairs on Friday cleared a Centrally sponsored National Means-cum-Merit Scholarship to deal with the drop-out of students among the economically weaker sections at the secondary school level.

The scholarship would be awarded to meritorious students among the weaker sections at the rate of Rs. 6,000 a year for four years beginning with class IX. Each year, at least 1 lakh scholarships would be awarded based on a selection test to be held at the State-level for students of class VIII. It would be conducted along with the first stage selection

test of the National Talent Search Examination conducted by the States under the guidance of the National Council of Education, Research and Training. Chaired by Prime Minister Manmohan Singh, the CCEA decided to incur an expenditure of Rs. 3,004 crore for the scheme during the eleventh plan period. To fund it, a corpus of Rs. 750 crore will be created by the government with the State Bank of India during the current financial year. It will be augmented with the addition of similar amounts every year for three more years. The scheme will be open to students, whose parents have a total annual income of up to

Rs.1.5 lakh from all sources and who study in government, local body and government-aided schools.

The Union Cabinet met on Friday and gave its approval for the signing of a memorandum of understanding with Denmark in the field of clean development mechanism projects. It will provide an institutional mechanism with Denmark for promotion of the Kyoto Protocol Clean Development Mechanism Projects and facilitate exchange of information between designated national authorities of India and Denmark to facilitate such projects. □

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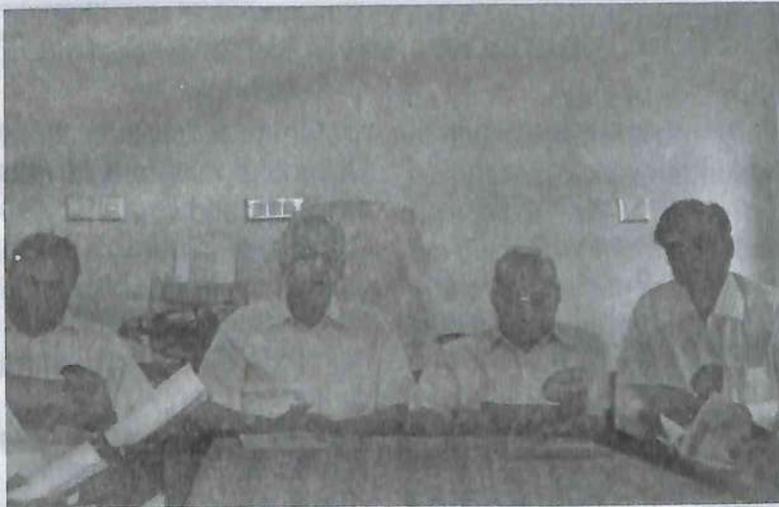
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Patron reviewed the work of IAEA



Prof. B.S. Garg, Patron, IAEA visited Delhi for 3 days from July 15-17, 2008 and reviewed the programmes and activities of the Association with the President, General Secretary, Treasurer and Director. While appreciating the renovation work done in the office recently, the Patron

desired the President to take urgent action to construct additional blocks for the office building so that infrastructure facilities are improved to expand the programmes.

The Patron also participated in the Sarva Dharma Prarthana alongwith the office bearers and members of the staff.

"Education is not the filling of a bucket, but the lighting of a fire."

- W B Yeats

An Elderly Love for Literacy

Age cannot be a barrier or limitation in the way of serving the cause of literacy. Probably this could be the only vital message one can learn from Ravi Bakaya, an 86 years old former Professor of Jawaharlal Nehru University, Delhi now settled in Chennai. Only a few days back Prof. Bakaya wrote a letter to IAEA requesting for a set of primers in Hindi to teach basic literacy to his daughter's domestic servant Robi Mandal who speaks Bengali and Hindi. Even in his advanced age he thought of educating an unlettered boy which deserves appreciation. The moment IAEA received the letter from Prof. Bakaya, a set of primers in Hindi was sent to him and assured for further help also in his efforts. If every educated person in India emulates the spirit of Prof. Bakaya, illiteracy will be a past in our country. □

Kalam's call for developed India

Former President of India Shri A.P.J. Abdul Kalam while delivering the 58th Convocation Address at Aligarh Muslim University explained the concept of Developed India and urged the academic community to put their best efforts to realize the same by the year 2020. He said, "country's youth can make a difference to society in the areas of literacy, environment and social justice and they should work towards minimising the rural-urban divide".

Asserting that a "small aim" is a crime the former President shared with the audience his 'Vision 2020' for India. He said that developed India will be a nation where there is equitable distribution and adequate access to energy and quality

water, where agriculture, industry and service sector work together in symphony...a nation where the best of health care is available to all, where the governance is responsive, transparent and corruption-free". "In order to achieve 'Vision 2020' from the present ambience, the role of educational institutions like AMU is to generate quality human resource backed with value systems derived from our civilisational heritage," he added.

Shri Kalam also administered a ten-point oath to the youngsters "who have a responsibility to work for universal harmony by ironing out all causes of conflicts." He further said, "We have the mission of transforming India into a

developed nation. We have identified five areas where India has a core competence for integrated action. These are:

- agriculture and food processing
- reliable and quality electric power and surface transport
- education and health care
- information and communication technology and
- self-reliance in critical technologies".

On this occasion the AMU Chancellor, Justice A. M. Ahmadi, conferred an honorary degree of Doctor of Science (Honoris Causa) on Shri Kalam and Wipro Chairman Shri Azim Premji. □

Material Review Workshop by SRC Hyderabad

Shri S.C. Dua, Consultant, IAEA attended a two-day national workshop on future strategies for production of materials by Regional Documentation Centre, SRC, Hyderabad. The workshop was held at Osmania University Centre for International Programmes, Hyderabad on July 8-9, 2008. The objectives of the workshop were:

1. To review the present materials.
2. To discuss strategies to improve the quality of

materials and services provided by the Regional Documentation Centre (Population and Development Education), SRC, Hyderabad.

- 3. To bring out a comprehensive paper on future strategies for Regional Documentation Centre, Hyderabad.

Representatives from State Resource Centres Jaipur, Chhattisgarh, Bhopal, Chennai, Regional Documentation Centre, Jaipur SRC, Director,

SLMA, Hyderabad, Directors of JSSs, Hyderabad and RR district and representatives of Zilla Saksharta Samities attended the workshop.

The participants of the workshop while appreciating the contents of the materials developed by Documentation Centre, Hyderabad desired a lot of improvement in the format. It was also suggested to reduce the number of services to improve the quality and enhancement of effectiveness. □

"New Companion to Adult Educators" now in Marathi

There is good news for all our Marathi readers. The book entitled "New Companion to Adult Educators" written by Dr. Madan Singh, General Secretary, IAEA will soon be available in Marathi also. For this the credit should go to State Resource Centre, Pune which has taken the task of translating the book in Marathi and also taking necessary action to get it published latest by the first week of September 2008. Readers who are interested in purchasing the book in Marathi may contact directly Dr. Kailas Bavale, Director, State Resource Centre, Sane Guruji Samarak, Near Dandekar Bridge, Pune - 411030.

A Separate Mission for Secondary Education

With Sarva Shiksha Abhiyan showing good results by bringing in lakhs of children to schools and strengthening elementary education it already created a huge demand for secondary education. Hence, the Govt. is now going to launch a programme to carry forward the momentum into secondary grades.

Rashtriya Madhyamik Shiksha Abhiyan (RMSA) is aimed at expanding and improving the standards of secondary education from classes VIII to X. The RMSA would also take secondary education to every corner of the country by ensuring a secondary school (upto class X) within a radius of 5 km for every neighbourhood.

The Expenditure Finance Committee has approved an outlay of Rs. 20,120 crore for the scheme for the XI Five Year

Plan period which is shortly to be taken up by the HRD Ministry for Cabinet approval. The cost of the programme would be shared between the Centre and States on a ratio of 75:25. However, in XII Five Year Plan period it will be 50:50. For the North-Eastern States the ratio would be 90:10. For 2008-09 the Central allocation would be Rs. 2185 crore. This would be gradually increased through the next three years.

Targets under the programme include strengthening of 44,000 existing secondary schools, upgradation of 11,000 Upper Primary Schools to secondary level, 1.32 lakh classrooms would be constructed that would help in the expansion of the Secondary Schools. Around 2.5 lakh teachers would also be recruited for this Abhiyan. □

S.C. Dua Retired

Shri Subhash C. Dua, Documentation Officer, National Documentation Centre, IAEA retired from service on June 30, 2008. Shri Dua served IAEA for nearly three decades. During his tenure he had specialized in Population and Development Education, HIV/AIDS Education, Community Development, Women Development and other related areas.

He had traveled to UK, Thailand and Netherlands to study Adult Education Programmes in those countries.

Prior to joining IAEA Shri Dua served as Project Officer in Udaipur Seva Mandir and worked in the area of community development and social work. He had the credit of establishing two hundred and thirty mobile libraries in the district in late seventies.

Keeping in view his vast experience IAEA has now hired his services as a Consultant.

*" No act of
kindness, however
small, is ever
wasted "*

Higher Education for Special Children

The Human Resource Development (HRD) Ministry is in the final stages of clearing a Rs 1,000-crore Inclusive Education of the Disabled at Secondary Stage (IEDSS) scheme that would replace the existing Integrated Education for the Disabled Children (IEDC) scheme and expand its ambit in a big way. The move is likely to benefit 6 to 7 lakh disabled children every year. The scheme will enable those children suffering from autism, cerebral palsy, mental retardation and multiple disabilities to complete four years of secondary education in an inclusive and enabling environment and join mainstream education soon. The scheme has been given the

go-ahead by the Planning Commission of India and the process to get a Cabinet approval has begun.

While the Rs 200-crore existing scheme covers mild to moderate hearing, visual, mental and locomotor disabilities, IEDSS will include another eight types of disabilities. These are mental retardation, mental illness, autism, cerebral palsy, blindness, low vision, leprosy cured, hearing impairment and locomotor disabilities and is likely to be extended further to cover speech impairment and learning disabilities. IEDSS will also include a special child-specific component and ensure a barrier-free environment at schools.

According to an official statement a child-specific component will also be included in the new scheme and Rs. 3,000 will be earmarked and given to each disabled child to address his or her personal needs — from school uniform, hearing aids, special learning material to expert help for the child. IEDSS will also ensure that all schools have ramps and various other features to do away with architectural barriers. Apart from that, the scheme proposes to train teachers in specialised teaching styles and identifying children with disabilities at the secondary stage.



Universal Primary Education - still a remote possibility

The latest Global Monitoring Report of Education for All (EFA) and International Labour Organization (ILO) has pointed out that of the 152 developing countries, 57 will not reach the millennium development goal of putting all primary-aged children in school by 2015. Incidentally, June 12, the day on which the report was released was observed as 'World Day Against Child Labour'.

According to the EFA Global Monitoring Report, some 77 million primary-aged children

are not enrolled in schools. And ILO's latest report underlines that "more than 165 million children in the age group of 5-14 years are involved in child labour, which is a major cause of being out of school".

About 82 percent of out-of-school children are in rural areas of south and west Asia and sub-Saharan Africa.

Besides, there exists significant gender gap among those in school. "For every 100 boys in school, there are only 94 girls," the report said. Moreover,

surveys suggest, "Many children who are enrolled in school do not attend regularly".

Persistence of child labour is a major hurdle in access to education and both taken together indicate the impact of poverty in a country. Hence, the millennium development goal decided to make "education" as a powerful tool in the fight against child labour, as there is a close link between access to education and child labour.



Skill Training to Muslim Girls

Union Human Resource Development Minister, Shri Arjun Singh launched a unique project called 'Project Huner' in New Delhi on July 4, 2008 to impart skill training to Muslim girls.

This is a collaborative effort of the Union Ministry and the Bihar Government specifically dedicated to Muslim girl students of Bihar. Under this scheme, National Institute of Open Schooling will provide training to 12,000 girls in jute production, cutting and tailoring, early childhood care and education, basic technology and beauty culture. The project will be implemented through makhtabs, madrasas and darul-uloom. NIOS will make provision for concessions related to

infrastructure and fees. It will also provide free course material to the girls. The programme has a target to select another 50,000 girls and provide them with necessary training and tools in order to make them self-reliant.

"Apart from imparting skills to the girls, it is equally important that they should have the necessary tools to put their skills to use. For instance, those who are learning cutting and tailoring should have a sewing machine. Bihar Chief Minister Shri Nitish Kumar told that his Govt. has decided to provide the girls with tools the moment they obtain a certificate after completing the course so that they are empowered further". □

Social Audit of NREGS by Panchayat Members

In order to ensure transparency in the execution of works taken up under the National Rural Employment Guarantee Scheme, the Rajasthan Government has decided to utilise the services of panchayat-level vigilance committees, comprising Panchayat Samiti members, for social audit.

Announcement in this regard was made by the State Rural Development and Panchayati Raj Minister Shri Kalulal Gujjar in a state level meeting on July 4, 2008.

"Rajasthan is the first State in the country to prepare a manual for social audit of the flagship scheme," said the Minister while addressing a meeting of the State-level Vigilance Committee on Rural Development. The meeting also reviewed the progress of schemes such as Swarna Jayanti Swarozgar Yojana, Desert - Development Programme, Integrated Wasteland Development Scheme, Biogas Project and MPs' and MLAs' Loal Area Development Schemes. □

Education scheme to help SC/ST girls

The Cabinet chaired by Prime Minister Shri Manmohan Singh has approved a scheme meant to retain girls for secondary education. This financial incentive scheme will be applicable only for scheduled castes and scheduled tribes girl-students (only unmarried) those finishing from Kasturba Gandhi Bal Vidyalyayas. Planning Commission has sanctioned Rs. 1500 crore for the said scheme.

It is to be noticed here that the scheme was actually conceptualized for covering all the girl students enrolling for class IX. Consequently the HRD Ministry proposed that Rs. 7736 crore would be required for a one-time deposit of Rs. 3000 in the bank accounts of all girls, returnable with interest at attaining 18 years of age provided they clear class X examinations. Later the Ministry explained that SC/ST girls are the most deprived with enrolment for classes 9-12 at just 28.73 percent and 21.95 percent respectively compared with 35.05 percent for all girls and 45 percent for boys. But the budgetary deficit forced the Government to limit the scheme only for the SC/ST girl students.

According to an estimate by the Ministry, the scheme would benefit 52 lakh girls in the XI plan. □

दूरस्थ शिक्षा प्रणाली वर्तमान की जरूरत : राष्ट्रपति

देश में दूरस्थ शिक्षा प्रणाली को वर्तमान की आवश्यकता बताते हुए राष्ट्रपति श्रीमती प्रतिभा देवीसिंह पाटिल ने कहा कि यह प्रणाली उन लोगों के लिए अत्यंत लाभकारी है जो किन्हीं कारणों से महाविद्यालयों या विश्वविद्यालयों में पढ़ने नहीं जा सके। राष्ट्रपति भोज (मुक्त) विश्वविद्यालय, मध्यप्रदेश के प्रशासनिक व अकादमिक भवन के लोकार्पण समारोह को संबोधित कर रही थी। राष्ट्रपति ने पीपुल्स ग्रुप के सेंटर फार साइंटिफिक रिसर्च एंड डवलपमेंट और महिलाओं को आत्मनिर्भर बनाने के लिए राज्य सरकार की उषा किरण योजना का भी उद्घाटन किया। उन्होंने कहा कि ऐसे तमाम लोग जो महाविद्यालयों या विश्वविद्यालयों में पढ़ने नहीं जा सके या किन्हीं कारणों से जिन्हें बीच में ही शिक्षा छोड़नी पड़ी है विश्वविद्यालयों को खुद चलकर उन सभी के घर पहुंचना चाहिए।

उन्होंने कहा कि ऐसा दूरस्थ शिक्षा के जरिए ही संभव हो सकता है। इसके माध्यम से दूरदराज के क्षेत्रों की महिलाओं को शिक्षित कर देश के विकास की प्रक्रिया से जोड़ा जा सकता है। देश को अगर विकास के सर्वोच्च शिखर तक पहुंचाना है, तो महिलाओं को शिक्षित करना नितांत आवश्यक है।

दूरस्थ शिक्षा प्रणाली में एड्यूसेट की भूमिका का जिक्र करते हुए उन्होंने कहा कि इस प्रणाली में सूचना, संचार, प्रौद्योगिकी, इलेक्ट्रॉनिक आदि विषयों को शामिल किया गया है और सेटलाइट के जरिए दोतरफा वीडियो एवं रेडियो माध्यमों के उपयोग के कारण आपसी संवाद भी संभव हो गया है। देश के विशाल ग्रामीण अंचलों के लिए ऐसी शिक्षा अत्यंत महत्वपूर्ण है। राष्ट्रपति ने उच्च शिक्षा, तकनीक व प्रौद्योगिकी आधारित वर्तमान विश्व में अधिक से अधिक शिक्षित व सुप्रशिक्षित

कर्मचारियों की जरूरत को रेखांकित करते हुए विश्वविद्यालयों से कहा कि वे निजी व व्यावसायिक क्षेत्र की आशा के मुताबिक ऐसी युवा शक्ति तैयार करें जो देश की जरूरतों को पूरी कर सके।

हरित क्रांति, श्वेत क्रांति व सूचना संचार क्रांति को मिली सफलता की सराहना करते हुए उन्होंने कहा कि यह देश की उच्च शिक्षा प्रणाली की उपलब्धियों का आइना है। हालांकि अब भी हमें देश की कृषि उत्पादकता बढ़ाने के लिए दूसरी हरित क्रांति लाने तथा लोगों को बेहतर स्वास्थ्य व शिक्षा सुविधाएं मुहैया करानी होगी। इस मौके पर राज्य के मुख्यमंत्री श्री शिवराज सिंह चौहान ने राष्ट्रीय स्तर पर शिक्षा आयोग गठित करने का सुझाव देते हुए मध्यप्रदेश में एक शिक्षा आयोग बनाने की घोषणा की, जो अपने स्तर पर समाज को शिक्षा व्यवस्था से जोड़ने की कोशिश करेगा।

लड़कियों को पहली कक्षा से मिलेगा वजीफा : हुड्डा

अनुसूचित जाति / जनजाति के विद्यार्थियों के लिए शिक्षा प्राप्ति की राह को और सुगम बनाने के उद्देश्य से शुरू किए गए नवीन प्रयत्नों का उल्लेख करते हुए हरियाणा के मुख्यमंत्री चौ. भूपेंद्र सिंह हुड्डा ने कहा कि हरियाणा देश का ऐसा पहला राज्य है, जिसने अनुसूचित जाति के विद्यार्थियों और गरीबी की सीमा रेखा से नीचे जीवन-यापन करने वाले परिवारों की लड़कियों को पहली कक्षा से वजीफा देने की २८० करोड़ रुपये की महत्वकांक्षी

योजना शुरू की है। उन्होंने कहा कि अनुसूचित जाति से संबंधित लड़कों को पहली कक्षा से पांचवी कक्षा तक १०० रुपये महीना तथा लड़कियों को १५० प्रति महीना, पांचवी से आठवी कक्षा के लड़कों को १५० रु. महीना तथा लड़कियों को २०० रु. प्रति महीना दिए जाएंगे। इसी तरह आठवीं से १२वीं तक कक्षाओं के विद्यार्थियों को १०० रु. से ४०० रु. प्रति महीने के हिसाब से छात्रवृत्ति दी जाएगी।

स्कूली शिक्षा पर भी है भ्रष्टाचार का साया-रिपोर्ट

देश के निर्धनतम लोगों को भी अपने बच्चों को स्कूली शिक्षा दिलाने के लिए रिश्त देनी पड़ती है। इस आशय का दावा किया है ट्रांसपैरेंसी इंटरनेशनल इंडिया और सीएमएस ने। गौरतलब है कि इन दोनों संस्थाओं ने संयुक्त रूप से भारतीय स्कूली शिक्षा के क्षेत्र में मौजूद भ्रष्टाचार के बारे में पता लगाने की कोशिश की। इस कोशिश में खासतौर पर ग्रामीण क्षेत्रों में गरीबी रेखा से नीचे जीवनयापन करने वाले परिवारों पर

शेष अगले पृष्ठ पर

हर घर में होगा कम्प्यूटर साक्षर

गांव बाढ़सा, हरियाणा की पंचायत ने प्रस्ताव पारित किया है कि गांव में हर घर से एक व्यक्ति को कम्प्यूटर साक्षर बनाया जाएगा। इस अनूठी पहल के साथ झज्जर जिले का बाढ़सा हरियाणा प्रदेश का पहला ई-लिट्रेट गांव बन जाएगा। उल्लेखनीय है कि गांव की सरपंच श्रीमती मिश्री देवी को अपना नाम भी लिखना नहीं आता है किंतु गांव से मिले सहयोग के चलते उन्होंने ग्रामीणों के हित के लिए इस कार्य की शुरुआत की है। गांव की भलाई के लिए पंचायत के इस प्रयास की हर कोई प्रशंसा कर

रहा है। पंचायत के इस फैसले को मूर्त रूप देने के लिए कॉमेट- आईएल एंड एफएस के साथ करार की भी तैयारियां चल रही हैं। इसके तहत गांव में खुले-ई-दिशा एकल सेवा केंद्र के माध्यम से ई-साक्षरता प्रदान की जाएगी। कॉमेट के जिला प्रबंधक भारत फौगाट ने बताया कि कंपनी की स्थापना का उद्देश्य गांवों में लोगों को नागरिक सेवाएं उपलब्ध कराना है। जिसके कारण आज गांव में लोगों के सहयोग से ग्रामीणों को कम्प्यूटर साक्षर बनाने की बात संभव हो पाई। पंचायत के सदस्यों के साथ विमर्श में

कॉमेट प्रतिनिधियों के प्रति छात्र कम्प्यूटर सिखाने की फीस ३६० रूपए निर्धारित की थी। इसमें पंचायत २०० रूपए का अंशदान करेगी। पंचायत ने यह प्रस्ताव बीडीपीओ बहादुरगढ़ को भेज दिया जिन्होंने ११ जून को प्रस्ताव को अनुमोदित करने की कार्यवाही के लिए जिला ब्लाक विकास एवं पंचायत अधिकारी के पास भेजा। इस अनूठे प्रयोग के प्रस्ताव को अब डीडीपीओ ने भी हरी झंडी दिखा दी है। उम्मीद है जल्द ही गांव में कम्प्यूटर क्लास नजर आएगी।

लोकप्रिय हो रहा है चलता-फिरता स्कूल

राजधानी में गरीब बच्चों के लिए चलाया जा रहा चलता फिरता स्कूल अब काफी लोकप्रिय हो रहा है।

यह चलता-फिरता स्कूल वर्ष २०१० तक छह से १४ साल के सभी बच्चों को शिक्षा देने के लिए चल रहे सर्वशिक्षा अभियान का हिस्सा है। इन स्कूलों में सामाजिक कार्यकर्ता और नियमित अध्यापक सभी योगदान दे रहे हैं। बच्चों को शिक्षा के प्रति आकर्षित करने के लिए बस में खाने पीने की चीजें और कुछ खेल का सामान भी होता है। शिक्षा के प्रति वंचित वर्ग के बच्चों को आकर्षित करने के इन प्रयासों को ऐसी बस्तियों के लोगों के भारी प्रतिरोध का सामना भी करना पड़ता है। झुग्गी झोपड़ी बस्तियों और वेश्यावति का धंधा करने वाले इलाकों में भी ये चलते फिरते स्कूल जाकर अपना डेरा जमाते हैं। लेकिन आभाव का

जीवन जी रहे वहां के लोग अपने बच्चों को स्कूल भेजने की बजाय कुछ काम धंधे में लगाना ज्यादा पसंद करते हैं, जिससे न सिर्फ बच्चे अपना खर्चा खुद उठा सकें, बल्कि थोड़ा बहुत अपने अभिभावकों को भी दे सकें। कूड़ा बीनने में लगे एक व्यक्ति ने शुरू में अपने बच्चे को इस चलते फिरते स्कूल में भेजने का कड़ा प्रतिरोध किया। उसका कहना था कि उसका बच्चा बस के तमाशे में फंसे इससे अच्छा तो यह है कि वह कूड़ा बीनने में उसकी मदद करे।

इस अभियान के प्रभाव अब परिलक्षित हो रहे हैं। बार-बार समझाने की मेहनत रंग लाई और आज उसका बच्चा कूड़ा बीनना छोड़ सरकारी स्कूल में जाने लगा है। दिल्ली सरकार ने इस कार्यक्रम की शुरुआत इस साल जनवरी में की थी और वर्तमान में ही साढ़े चार सौ

से अधिक बच्चे इन चलते फिरते स्कूलों से शुरुआत करके अब नियमित स्कूलों में जाने लगे हैं।

पिछले षष्ठ से

ध्यान केंद्रित किया गया था।

सर्वे के अनुसार करीब सात लाख ग्रामीण परिवारों ने पिछले एक साल के अंदर अपने बच्चों को स्कूली शिक्षा से जुड़ी सेवाएं हासिल करने के लिए घूस दी। इन परिवारों द्वारा रिश्वत के रूप में दी गई कुल राशि करीब १२ करोड़ रूपए थी। यही नहीं, गरीबी रेखा से नीचे रह रहे नौ लाख अन्य परिवारों ने भी अपने बच्चों को स्कूलों में दाखिला या प्रोन्नति दिलाने के लिए अपने संपर्कों का इस्तेमाल किया।

सर्वे में ३१ राज्यों और संघ शासित प्रदेशों में गरीबी रेखा से नीचे रह रहे २२,७२८ परिवारों को शामिल किया गया था।

Schooling costs have shot up exorbitantly over 8 years

According to a recent survey, the costs of sending a child to school have risen by 160 percent in the last 8 years, this exclusive of the tuition fees hiked every now and then.

The survey on "Rising School Expenses vis-à-vis Dilemma of young Parents" says annual school expenses for a single child excluding tuition fees have risen from Rs. 25,000 in the year 2000 to Rs. 65,000 in 2008 while the average annual income of fairly well-off parents has not risen by more than 30 percent in the same period. The average tuition fees for a private school is Rs. 35,000 per year, with Rs. 30,000-35,000 per year

as expense for a host of "overheads" like dress, shoes, bags, text books, school trips, school clubs, building funds etc. An estimated 3 crore children in the country study in private schools, says the survey.

The survey result is based on the interview conducted with 2000 working parents during April-May 2008 across nine cities – Delhi, Mumbai, Lucknow, Dehradun, Pune, Bangaluru, Kolkata, Chennai and Chandigarh. One in 10 respondents said the cost of schooling did affect the choice of school. These were the parents of young kids who had the option of changing schools.

65 percent respondents said more than half of their salary is spent on their children's education, 50 percent conceded schooling was a "strain" on the family budget.

Sixty percent parents felt education had become business and the high tuition fees do not actually indicate academic standards of a school, but a demand supply function so that school managements effect erratic fee hikes every year – something parents cannot protest. According to the survey, even private preparatory schools charge Rs. 25,000 per term. □

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Meeting of the Executive Committee

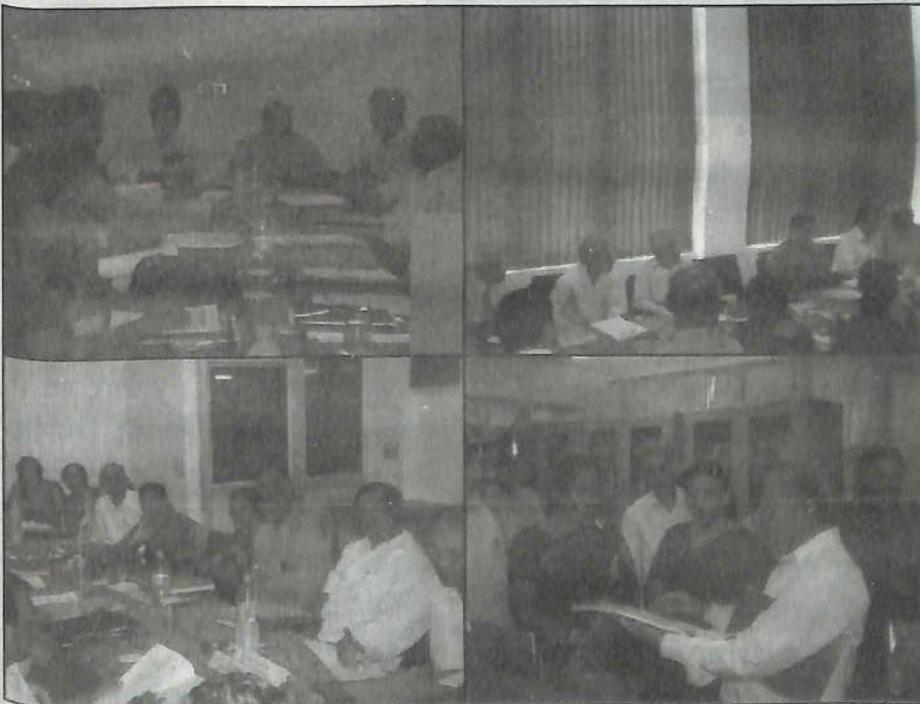
The first meeting of the newly elected Executive Committee of IAEA [Term : 2008-10] was held

on August 9, 2008 at 11:00 a.m. in IAEA House, New Delhi. In the august presence of the Patron of

IAEA, Prof. B.S. Garg, the meeting was presided over by Shri K.C. Choudhary, President, IAEA. In all 17 persons attended the meeting which included Vice Presidents, General Secretary, Treasurer, Joint Secretary, Associate Secretaries, Members and Special Invitees.

The Committee approved a number of proposals including the Audited Statement of Accounts for the year 2007-08 and Budget Estimate and Plan of Action for the year 2008-09. It also formed a number of Committees, Sub-Committees and Zonal Committees.

Members of the Committee visited Library and Documentation Centre of IAEA and appreciated the quality and content of the materials published. □



Database of Literacy Primers

National Documentation Centre on Literacy and Population Education, IAEA has undertaken a unique project of creation of a database of literacy and post-literacy primers. During Total Literacy Campaign and Post-Literacy Programmes almost all the districts had developed primers keeping in view variation of dialects in a particular region within a state.

PDF files of primers would be created for easy access of the contents. A search engine would also be provided which would be of immense use to the researchers and programme planners.

प्रौढ़ साहित्य हिन्दी साहित्य की ही विशिष्ट विधा है – प्रो. नामवर सिंह

गत अगस्त ८, २००८ को भारतीय प्रौढ़ शिक्षा संघ के तत्वाधान में इण्डिया इण्टरनेशनल सेण्टर, नई दिल्ली में प्रौढ़ साहित्य : परख व पहचान विषय पर एक विचार संगोष्ठी का आयोजन किया गया। इस संगोष्ठी में दिल्ली और देश के अन्य भागों से आए अनेक साहित्यकारों ने भाग लिया। संगोष्ठी की अध्यक्षता अंतर्राष्ट्रीय हिन्दी विश्वविद्यालय वर्धा, महाराष्ट्र के कुलाधिपति प्रोफेसर नामवर सिंह जी ने की।

संगोष्ठी दो सत्रों में विभक्त थी। प्रथम उदघाटन सत्र और दूसरा विचार-विमर्श सत्र। उदघाटन सत्र की शुरुआत अतिथियों के पुष्प अभिनन्दन के साथ हुआ। भारतीय प्रौढ़ शिक्षा संघ के महासचिव डा. मदन सिंह जी ने उदघाटन सत्र के अध्यक्ष प्रो. नामवर सिंह जी का पुष्प द्वारा स्वागत किया। तदुपरांत संघ के निदेशक डॉ. वी. मोहनकुमार ने पुष्प द्वारा संघ के संरक्षक प्रोफेसर भवानी शंकर गर्ग का स्वागत किया।

अपने स्वागत भाषण में संघ के अध्यक्ष श्री कैलाश चौधरी ने उपस्थित साहित्यकारों के प्रति अपनी कृतज्ञता व्यक्त करते हुए कहा 'प्रौढ़ शिक्षा की सेवा से प्राप्त अनुभवों के आधार पर मैं मानता हूँ कि बाल साहित्य की भांति नवसाक्षरों के लिए लिखी गई कहानी, कविता, संवाद, बोधवार्ता आदि विशिष्ट प्रौढ़-साहित्य है। पर वे बाल साहित्य एवं महिला साहित्य की भांति हिन्दी के सत्साहित्य से भाषा के स्तर पर और प्रौढ़ों में सौंदर्य-बोध के आधार पर अलग प्रतीत होते हैं। संघ के कार्यकर्ता के नाते हम तो केवल सोचते हैं, संभावना तलाश करते हैं। लेकिन

आप सभी हिन्दी के सम्माननीय साहित्यकार हैं इसलिए प्रौढ़ साहित्य की परख व पहचान को मान्यता प्रदान करने का कार्य आप सभी के द्वारा ही संभव होगा। इसी उद्देश्य से इस एक दिवसीय विचार संगोष्ठी का आयोजन किया गया है। अपेक्षा है आप सभी किसी सार्थक निर्णय पर पहुंच पायेंगे।'



संगोष्ठी में विषय प्रवर्तन करते हुए संघ के महासचिव डॉ. मदन सिंह ने संघ की इस पहल के संबंध में कहा कि 'प्रौढ़ साहित्य - परख व पहचान विषय पर आयोजित संगोष्ठी में सबसे पहला प्रश्न यह उठता है कि प्रौढ़ साहित्य की परख व पहचान की अलग से जरूरत क्यों है ? क्या वह हिंदी साहित्य की एक विशिष्ट विधा नहीं है ? आज यह सवाल पूछना अत्यंत सार्थक प्रतीत होता है और इसके उत्तर की खोज में यह विचार संगोष्ठी अत्यंत महत्वपूर्ण सिद्ध होगी।' डॉ. सिंह ने कहा कि समकालीन हिन्दी साहित्य में उल्लेखनीय उपलब्धियां समाहित हैं। दलित-साहित्य, महिला केन्द्रित साहित्य, बाल-साहित्य, किशोर-साहित्य, आदि अपनी पहचान बना चुके हैं। स्पष्ट है कि हिन्दी भाषी समाज अपनी साहित्यिक

संतुष्टि तथा संस्कृति के भाव जगत में भिन्नता में एकता के मंत्र का आनंद उठा रहा है। नव साक्षर प्रौढ़ों के लिए भी लगातार साहित्य लिखा और पढ़ा जाता रहा है। लेकिन ना ही इस साहित्य को और ना ही इसके रचनाकारों को यथोचित सम्मान मिलता है। ऐसे में यह सवाल उठता है कि प्रौढ़ साहित्य के साथ यह सौतेला व्यवहार क्यों किया जा रहा है ? और कब तक किया जायेगा ? डॉ. सिंह ने कहा कि हिन्दी साहित्य के प्रख्यात आलोचक प्रोफेसर नामवर सिंह जी की उपस्थिति में ही इस विषय पर आधिकारिक और सार्थक चर्चा हो सकती थी। सौभाग्य से हमें ऐसा अवसर मिल सका है। मुझे उम्मीद है कि सभी के प्रयासों से हम इस दिशा में निर्णायक बिंदु तक पहुंच पायेंगे।

उदघाटन सत्र में भारतीय प्रौढ़ शिक्षा संघ के संरक्षक और जनार्दन राय नागर राजस्थान विद्यापीठ, उदयपुर के कुलाधिपति प्रोफेसर भवानी शंकर गर्ग ने आशीर्वचन प्रदान किये। प्रोफेसर गर्ग ने राजस्थान विद्यापीठ, गुजरात विद्यापीठ और भारतीय प्रौढ़ शिक्षा संघ के स्थापना काल की स्मृतियों को याद करते हुए कहा कि ये तीनों संस्थाएं स्वयं राष्ट्रपिता महात्मा गांधी की प्रेरणा से प्रारंभ हुई थीं। हमें निरन्तर और प्रतिबद्ध होकर शिक्षा, समाज और राष्ट्रहित में कार्य करते जाना है। उन्होंने प्रौढ़ शिक्षा के दिशा में चल रहे प्रयत्नों और सबकी सहभागिता के लिए सभी को अपनी हार्दिक शुभकामनाएं दी।

संगोष्ठी की अध्यक्षता कर रहे प्रोफेसर

नामवर सिंह ने सभी वक्ताओं को ध्यान से सुना।

'अक्षर वाढ़ा सकल जग
नाहीं निरक्षर कोय
तावले अक्षर घोलिया
जांव निरक्षर होय'

उल्टवांसी का उल्लेख करते हुए उन्होंने अपने अध्यक्षीय भाषण में कहा कि मैं उन विद्वानों में शामिल नहीं हूँ जो अपने हर वक्तव्य में कुछ नया कहते हैं। अपने अध्ययन के इस लम्बे सफर के उपरान्त भी मैं यह दावे के साथ कह रहा हूँ कि प्रौढ़ साहित्य के दिशा में चल रहे प्रयासों से मैं उतना वाकिफ नहीं जितना कि कदाचित मुझे होना चाहिए था। निश्चित ही यह श्रम साध्य कार्य है। हिन्दी के मुख्यधारा साहित्य की ओर इशारा करते हुए उन्होंने कहा कि टेढ़ी लकीर खीचना कई बार आसान कार्य होता है जबकि सीधी लकीर खीचना वास्तव में एक कठिन कार्य है। प्रौढ़ साहित्य के रचनाकारों को सम्बोधित करते हुए उन्होंने कहा कि आप सभी देश के ३३ प्रतिशत निरक्षर जनता के शिक्षा हितों को साधने का कार्य कर रहे हैं। इतना ही नहीं वह विशाल आबादी जिसने तमाम प्रयासों के मध्य अक्षर ज्ञान तो पा लिया है पर प्राप्त शिक्षा का अपने रोजमर्रा के जीवन में उपयोग नहीं कर पा रही है, आप सभी उसके हितों को भी पूरा कर रहे हैं। आपके इन प्रयासों को मैं नमन करता हूँ। उन्होंने कहा कि कौन कहता है कि प्रौढ़ साहित्य या बाल साहित्य की रचना मूर्धन्य साहित्यकारों के लिए हेठी समझी जाती है। विश्व कवि गुरुदेव रविन्द्रनाथ टैगोर द्वारा रचित 'सहज पाठ' का उल्लेख करते हुए उन्होंने कहा कि औचारिक शिक्षा से वंचित रहते हुए

भी टैगोर ने शिक्षा की दिशा में तमाम अभिनव प्रयोग किये और निजी तौर पर साक्षरता के लिए बाल साहित्य में अपना योगदान दिया। उन्होंने कहा कि सहज पाठ के लिए आवश्यक चित्रांकन भी किसी सामान्य व्यक्ति ने नहीं बल्कि स्वयं सत्यजीत राय जैसे प्रख्यात फिल्म निदेशक ने किए थे। उन्होंने कहा कि यह हिन्दी साहित्य के लिए चिंता का विषय है कि एक विशाल आबादी की शिक्षा की आवश्यकताओं को पूरा करने में तत्परता से जुड़े साहित्यकारों और उनकी साहित्यक कतियों को स्वीकृति की गुहार लगानी पड़ रही है।

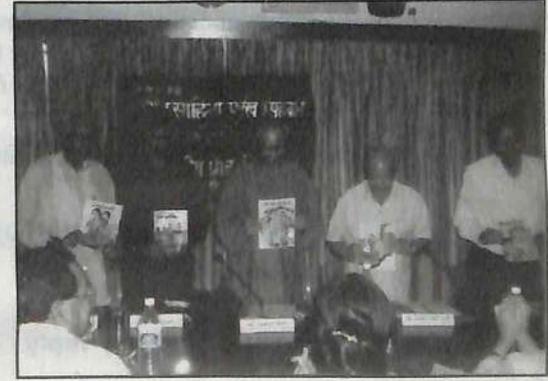
प्रोफेसर नामवर सिंह ने कहा कि प्रौढ़ साहित्य निर्विवाद रूप से हिन्दी साहित्य की विशिष्ट विधा करार दी जानी चाहिए। ऐसा करना शिक्षा के हित में तो होगा ही यह हिन्दी साहित्य को और व्यापक तथा समृद्ध बनाएगा।

इसके उपरान्त सभी अतिथियों ने भारतीय प्रौढ़ शिक्षा संघ एवं प्रभात प्रकाशन, दिल्ली के तत्वाधान में प्रकाशित नवसाक्षरों के लिए लिखि गई आठ विशिष्ट पुस्तिकाओं का विमोचन किया। ये पुस्तिकाएँ थी -

१. बेटीवाला प्यार - डा. ज्योति पुंज
२. बीती ताही बिसारिए - उपेंद्र 'अणु'
३. लौट आएंगे वह - विमला लाल
४. कल हमारा है - डा. हीरालाल बाछोतिया

५. सुखी काका - विश्वनाथ सिंह
६. पुकार - सतीश आचार्य
७. करमन की गति न्यारी - डा. मदन सिंह
८. एक पंथ दो काज - डा. जसबिन्दर कौर बिंद्रा

नवसाक्षरों के लिए लिखि गई विशिष्ट पुस्तिकाओं के विमोचन के उपरान्त भारतीय प्रौढ़ शिक्षा संघ के निदेशक डा. वी. मोहनकुमार ने सभी अतिथियों एवं देश के विभिन्न भागों से आए साहित्यकारों का हार्दिक धन्यवाद किया। उन्होंने कहा कि प्रौढ़ साहित्य को हिन्दी साहित्य की



एक विशिष्ट विधा के रूप में मान्यता दिलाने की भारतीय प्रौढ़ शिक्षा संघ की इस मुहिम में आप सबकी सार्थक भागीदारी के लिए मैं सभी का हार्दिक अभिनंदन करता हूँ। डा. मोहनकुमार ने विशेष रूप से साहित्यकार डा. जयपाल तरंग को अपना नमन व्यक्त किया। उन्होंने उपस्थित साहित्यकारों को याद दिलाया कि किस तरह पुत्र शोक में भी अस्सी शेष अगले पृष्ठ पर



ANNOUNCEMENT

The Indian Adult Education Association in collaboration with Shivaji University, Kolhapur (Maharashtra) is organizing its **57th All India Adult Education Conference at Kolhapur from December 19 - 21, 2008.**

The theme of the Conference is **"Lifelong Learning – Opportunities and Challenges"**.

The venue of the Conference is the Auditorium of 'Bhasha Bhawan', Shivaji University. The stay arrangements for the participants have been made in the University Guest Houses and Teachers' Quarters.

The Railway Board has already granted train concession of 25% in Second Class sleeper for the delegates of non-government organisations attending the Conference. The forms are available on request.

Delegation fee of Rs. 250/- and the subsidized boarding charges of Rs. 500/- is compulsorily for the delegates which should be remitted to the organizers (IAEA) on or before November 17, 2008 through a **Bank Draft drawn in favour of "Indian Adult Education Association" payable at New Delhi.**

Kolhapur can be reached by train/bus overnight from Mumbai, by bus in four hours from Pune. It is only 48 kms. from Miraj railway station. **Please note that Kolhapur railway station is now called Chhatrapati Sahuji Maharaj Terminus.** Members are advised to secure reservation for their return journey well in advance before proceeding to Kolhapur from their originating stations itself as it will be very difficult to seek rail reservation on arrival in Kolhapur.

All those who are associated with or interested in adult education are cordially invited to attend the Conference and send their confirmation to IAEA latest by November 17, 2008 and by endorsing a copy of the letter to Dr. Bhalba Vibhute, Director and Head, Department of Adult and Continuing Education & Extension Work, Shivaji University, Kolhapur – 416 004 (Maharashtra)

The contact numbers of Dr. Bhalba Vibhute are:

Tel.: 0231-2609150 / 2609151 (O)

Fax: 0231-2692203

Mobile: 09422580754

Looking forward for an early reply.

DR. MADAN SINGH
General Secretary

मिळले पळ से

की आयु में भी डा. तरंग प्रौढ़ साहित्य के प्रति अपनी प्रतिबद्धता के कारण इस संगोष्ठी की संकल्पना से लेकर क्रियान्वयन तक तन्मयता से जुड़े रहे।

इस विचार संगोष्ठी के दूसरे चरण में सभी प्रतिभागी साहित्यकारों ने गहन विचार-विमर्श किया। संगोष्ठी में भाग ले रहे साहित्यकारों में डा. पीयूष कुमार, श्रीमती कुसुम वीर, डा. डी.एस. मिश्रा, श्री हरपाल सिंह, डा. संजय भट्ट, श्री मनोहर पुरी, डा. सुजाता राँय, डा. आशा गुप्ता भी शामिल थे। इसी दौरान डा. विद्या विन्दु सिंह, डा. हीरालाल

बाछोटिया और श्री वी.एन. सिंह ने लिखित रूप से अपने विचार भी प्रस्तुत किए। संगोष्ठी में हुए गहन विचार-विमर्श के आलोक में एक अनुशंसा पत्र प्रस्तावित किया गया जिसमें कहा गया कि -

● नव साक्षरों के साहित्य को प्रौढ़ साहित्य की मान्यता और प्रतिष्ठा प्रदान की जाए। साथ ही प्रौढ़ साहित्य की कतियों एवं कतिकारों का राज्य सरकारों तथा भाषा एवं साहित्य अकादमियों द्वारा भी सम्मानित किया जाना चाहिए।

● सभी प्रतिभागी यह आग्रह करते हैं कि प्रौढ़ साहित्य के स्वरूप तथा विकास आधारित अध्ययन परियोजनाओं को तैयार

कर भारतीय प्रौढ़ शिक्षा संघ, नई दिल्ली मानव - संसाधन विकास मंत्रालय के स्कूल शिक्षा एवं साक्षरता विभाग से अनुदान के लिए आग्रह करे।

● संस्कृति और भाषा मंत्रालय से भी इस आशय हेतु अनुदान प्रदान करने तथा आवश्यक परियोजनाओं को स्वीकृत करने का आग्रह किया जाना चाहिए।

अंत में संगोष्ठी में भाग ले रहे सभी साहित्यकारों ने सर्वसम्मति से प्रस्तुत अनुशंसाओं को अनुमोदित किया।

- बी. संजय





**FIFTY SEVENTH
ALL INDIA ADULT EDUCATION CONFERENCE**

jointly organized by

INDIAN ADULT EDUCATION ASSOCIATION

International Institute of Adult & Lifelong Education

and

SHIVAJI UNIVERSITY, KOLHAPUR

December 19-21, 2008

REGISTRATION FORM

1. **Name** _____
2. **Designation** _____
3. **Organization, (if any)** _____
4. **Complete Mailing Address** _____
(with PIN) _____

- Tel. STD Code _____ (O) _____ (R) _____
- Fax _____ E-mail _____
5. **Age** _____
6. **Qualifications** _____
7. **Experience** _____
8. **Arrival Date and Time** _____
9. **Departure Date and Time** _____
10. **Any other information** _____

Date: _____

Signature _____

Certificate Course in Library Science

Indian Adult Education Association (IAEA), New Delhi, an accredited institution with National Institute of Open Schooling is conducting the Certificate Course in Library Science (CLS) for the last five years. The admission for the new batch will start from September 1, 2008 and the duly filled applications will be accepted upto December 15, 2008. However, coaching classes will start from November 5, 2008. The students will appear in the examinations conducted by National Institute of Open Schooling in April-May 2009.

Application forms for admissions to Certificate Course in Library Science (CLS) can be obtained on payment from IAEA during the office hours i.e. 10:30 a.m. to 5:30 p.m. from Monday to Friday.

For more information please contact:

Smt. Veena Mahajan

Office Superintendent

Indian Adult Education Association

17 – B, I. P. Estate, New Delhi – 110 002.

Tel. 23379282, 23378436

Training in Library Management

Library is an important aspect of a CE Centre. However, several evaluation studies of ongoing CE programmes in different districts have revealed that libraries are either not setup properly or the ones already available in CE Centres are not being utilized properly. Main reason given was that the CE functionaries are not provided proper training for running the libraries effectively so that they are fully utilized by the users. Libraries in CE Centres should also be the Documentation Centres so that all the important and needed information are saved for reference.

Keeping this in view, the National Documentation Centre on Literacy and Population Education, IAEA in collaboration with State Resource Centre, Chhattisgarh is

organizing a two days training programme in Library / Reading Room Management for the selected Preraks and Nodal Preraks at Raipur on August 29-30, 2008. The following topics would be covered:

1. Objectives and Functions of a Library in CE.
2. Five Laws of Library Science.
3. Types of Libraries.
4. Classification of Books.
5. Maintaining Records.
6. Development of Reading Habit.
7. Reading with Speed, etc.

Shri S.C. Dua, Consultant, IAEA and Shri Tuhin Deb, Director, SRC, Chhattisgarh will conduct the training programme.

India's Illiterate Population Equals all the People in USA

Almost 300 million people in India still cannot read their own name. Of those who manage to study, many struggle due to poor facilities and poor teaching and end up unemployed.

India has one of the biggest education systems in the world. Roughly 290 millions students are attending classes everyday. That is more than the total population of any country in the world, except China, India and the US. Most of these students are in school – there are over 1.2 million schools ranging from pre-primary to senior secondary. Over 1.1 million students attend colleges and universities. Then there are those learning vocational skills in diverse streams.

In 1961, only about 28 percent Indians were literate. In 2006, estimates put the literacy rate at about 66 percent. That is an impressive jump of nearly 40 percentage points. However, it still leaves over 380 million people illiterate. That is the largest number of illiterates in any one country, more than the total population of India at the time of independence and would be the third largest country by population.

The total number of children and youth in the age-group of 6-24 years is about 460 million. This is the age-group that should ideally be in the education system. But only about 63 percent of them are studying. Over 170 million potential students are left in the lurch.



World Bank lauds Rajasthan for education project

A joint review mission of the Union Government and the World Bank has praised the work launched under the second phase of the District Primary Education Project (DPEP) in nine districts of Rajasthan between September 2000 and March 2008 and cited the state's success as an example worthy of emulation by others. The districts covered were Bundi, Churu, Alwar, Dausa, Bharatpur, Sawai Madhopur, Karauli, Jaipur and Hanumangarh.

The objectives of DPEP were to improve enrollments in schools,

reduce the dropout level and enhance the learning level. With 2.48 lakh children enrolled in schools, the dropout rate was reduced from 60 percent to 27 percent during seven and a half years of the project. The gender gap was reduced from 12.45 percent to 5.92 percent. Around 1.74 lakh children with special needs were enrolled in schools. The appointment of 57,000 new teachers led to a significant reduction in the pupil-teacher ratio from 52 to 34.22.

Right to Education

Rs. 72,000 crore is needed annually to implement the Right to Education Bill, which is three-fourths of India's Defense Budget. But the Centre and States cannot decide on who will pay what to ensure no child remains out of school.

Now, the Right to Education Bill which was mooted way back in 2004 has been referred to the Group of Ministers by Union Cabinet to arrive at consensus before the monsoon session of Parliament.

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Education and Literacy are the foundation and essence of all human development – Pratibha Patil

The national level function to celebrate International Literacy Day - 2008 was held at Vigyan Bhawan, New Delhi on September 8, 2008. The Hon'ble President of India, Smt. Pratibha Devisingh Patil was the chief guest. In her address she said that education and literacy are the foundation and essence of all human development. Literacy confers a wide set of benefits on individuals, on families and communities. Social benefits arise on account of better knowledge and awareness that literacy gives. This helps in improving the implementation of social welfare programmes, fighting social evils and in building tolerant societies. Another set of benefits from literacy is economic, as it positively

impacts on enhancing skills and earning capacities. A third set of benefits is political. A literate environment is fundamental for empowering citizens, who

human benefits will not accrue if literacy is confined to merely signing one's name and learning a few letters of the alphabet. There is need for that literacy,

which does not view learners as passive recipients of information that requires them to mechanically decode the alphabet. Literacy learning must provide learners the space and time to come together to reflect upon, and to understand their situations. And, through this process of reflection and articulation, generate

organizational energy and catalyze social action.

The President was of the opinion that education system and literacy programmes have to respond to changing requirements of the times. Education is not a static concept but a dynamic process,

contd. on pg. 3



understand their rights and duties and take informed decisions. But, the most important are human benefits as literacy enhances an individual's self esteem and confidence levels.

Smt. Patil further said that social, economic, political and

Initiatives to improve quality of teachers

The National Council for Teacher Education (NCTE) announced a series of initiatives to improve the quality of teachers in the wake of rising criticism that schools at both primary as well as upper levels lack quality and good teachers, particularly in the science stream. It will also bring out a policy paper for guiding development of teachers' education in the country. The policy paper would be placed under a high powered expert committee for its implementation and monitoring.

Prof. M.A. Siddiqui, Chairman, NCTE said that the council has also initiated a move to prepare curriculum framework for teacher education by an expert committee after taking into consideration the important issues and concerns in the quality education of the teachers.

NCTE also has decided to undertake an assessment of demand and supply of teacher educators and teacher education institutions. □

Prime Minister calls for a Societal Movement for Total Female Literacy

The Prime Minister, Dr. Manmohan Singh has called for a societal movement for total universal female literacy. In a message on International Literacy Day, the Prime Minister said that India has made great strides in the area of literacy in the decades since independence. This has happened due to concerted efforts by the Government and society, the path breaking work of social reform movements, non-government organizations and civil society action. While India has substantially increased the number of people who are literate but still have a large female non-literate population. Hence, there is a need to intensify the efforts in the direction of total female literacy

which has the maximum multiplier efforts on development. It is the task of every literate Indian to contribute to this goal and is a collective challenge to be owned by both Government and society.

He was particularly happy that citizens, panchayat representatives, non-governmental organizations, private sector and social service organizations are all coming forward to address this challenge. The collective re-dedication to the task of universal female literacy will ensure that India becomes the knowledge society that the Government seeks to build to realize the potential in the new century. □

Shri K.C. Choudhary, President and Dr. Madan Singh, General Secretary, Indian Adult Education Association are participating in the International Seminar on "Freirean Concept of Education for Liberation in the Third World Context" on September 18-19, 2008 organized by Indian Paulo Freire Institute, Kolkata and National Seminar on "Universal Education for Civil Rights : Role of Voluntary Organizations" on September 20-21, 2008 organized by All India Council for Mass Education & Development (AICMED), Kolkata.

Dr. Madan Singh will also present a paper titled **Freirean Concept of Education for Liberation in the Third World Context** in the international seminar on September 18th and will deliver the keynote address in the national seminar on 21st. The title of the address is **Universal Education for Civil Rights : Role of Voluntary Organizations**.

The complete text of the paper and the address will be published in the forthcoming issues of Indian Journal of Adult Education.

ILD Celebration at Angul

International Literacy Day celebrations were organized jointly by the Jan Shikshan Sansthan, Zilla Shaksharta



Samiti and Sarva Siksha Abhiyan, Angul.

To mark this occasion, JSS organized on the spot Painting Competition for the school

World Bank assistance to education in India

The Govt. of India entered a financial agreement with the World Bank for a credit to the tune of US \$ 600 million to fund Sarva Shiksha Abhiyan (SSA) programmes. This is the second the phase of support to SSA from external partners which include UK's Department of International Development and European Commission.

With more and more children now entering schools, the focus in the next phase of SSA is on improving quality with equity. In

students and Zilla Saksharta Samiti organized a Debate Competition. The winners of the competitions were given awards and certificates. An exhibition was organized on this occasion which was inaugurated by Shri Girish S.N., District Magistrate, Angul. Others present were Shri B.B. Panda, Project Director, DRDA, Angul &

Secretary ZSS, Angul, Dr. P.K. Baral, Dist. Coordinator, ZSS, Shri Biswajit Mishra, Director, JSS, Angul and Shri K.C. Nayak, Dist. Project Coordinator, SSA. □

addition to capacity building and monitoring, the project will support programmes to enable the hardest to reach children to attend school. In areas where access to education remains low, it will support provision of teachers and construction of primary and upper primary schools. It will continue to support provision of free textbooks and grants to private aided schools to encourage them to subsidize enrolment of students. □

Council and General Body Meeting of IAEA

The next meeting of the Council and General Body of the Indian Adult Education Association will be held on December 21, 2008 at the Auditorium of Bhasha Bhawan, Shivaji University, Kolhapur, Maharashtra as per the following:

Council : 21-12-2008 at 9:00 a.m.

General Body : 21-12-2008 at 9:30 a.m.

All the members of the Council and General Body are cordially invited to attend the meetings.

contn. from pg. 1
Education and Literacy ...

constantly requiring re-evaluation and up-gradation. It should be borne in mind that those who have gained literacy may lose it, so efforts are needed to sustain and enrich it or else the literacy level will slip down. □

Dr. V. Mohankumar,
Director, IAEA was one of the Judges in the Selection Committee of the National Essay Competition 2007-08 organized by the Directorate of Adult Education, Govt. of India.

हर हाल में पूरा करना होगा साक्षरता लक्ष्यों को - राष्ट्रपति (अंतर्राष्ट्रीय साक्षरता दिवस समारोह पर विशेष)

प्रतिवर्षानुसार इस वर्ष भी देश के विभिन्न भागों में सरकारी और गैरसरकारी प्रयत्नों द्वारा अंतर्राष्ट्रीय साक्षरता दिवस बड़े हर्षोल्लास के साथ मनाया गया। राष्ट्रीय स्तर पर इस उपलक्ष्य में मुख्य समारोह राष्ट्रीय साक्षरता मिशन, स्कूल शिक्षा एवं साक्षरता विभाग, मानव संसाधन विकास मंत्रालय, भारत सरकार, नई दिल्ली के तत्वाधान में विज्ञान भवन, नई दिल्ली में आयोजित हुआ। इस अवसर पर मुख्य अतिथि के रूप में देश की राष्ट्रपति श्रीमती प्रतिभा देवीसिंह पाटिल जी उपस्थित हुईं। इसके अलावा मानव संसाधन विकास राज्य मंत्री द्वय श्रीमती डी. पुरंदेश्वरी एवं मो. ए.ए. फातमी ने भी इस समारोह में भाग लिया। समारोह की अध्यक्षता मानव संसाधन विकास मंत्री, श्री अर्जुन सिंह द्वारा की जानी थी लेकिन स्वास्थ्य ठीक न होने के कारण वे समारोह में उपस्थित नहीं हो पाये। श्री आर.पी. अग्रवाल, सचिव, उच्च शिक्षा, श्री अरूण कुमार रथ, सचिव, स्कूल शिक्षा एवं साक्षरता विभाग और श्रीमती अनीता कौल, संयुक्त सचिव, प्रौढ़ शिक्षा एवं महानिदेशक, राष्ट्रीय साक्षरता मिशन सहित कई गणमान्य लोगों ने इस सामारोह में शिरकत किया। इस अवसर पर राष्ट्रीय साक्षरता मिशन के पूर्व महानिदेशक श्री भास्कर चटर्जी एवं यूनेस्को के निदेशक

तथा भारत, भूटान, श्रीलंका, बंगलादेश, नेपाल एवं मालदीव के प्रतिनिधि श्रीमती मिन्जा यांग भी उपस्थित थे।

समारोह की शुभारंभ राष्ट्रीय गान से हुआ। इसके उपरांत राष्ट्रपति श्रीमती प्रतिभा देवीसिंह पाटिल सहित सभी



मंचासीन अतिथियों ने दीप प्रज्वलित कर समारोह का औपचारित रूप से उद्घाटन किया। उद्घाटन के साथ ही दिल्ली स्कूल लिटरेसी प्रोजेक्ट (डी.एस.एल.पी.) के बच्चों द्वारा "आओ रचे एक नया इतिहास" शीर्षक साक्षरता गीत की मधुर एवं मनोरंजक प्रस्तुति की गई।

स्कूल शिक्षा एवं साक्षरता विभाग, भारत सरकार के सचिव श्री अरूण कुमार रथ ने स्वागत भाषण के माध्यम से सभी गणमान्य लोगों के स्वागत के साथ ही गत २० वर्षों के दौरान देश में राष्ट्रीय साक्षरता मिशन के नेतृत्व में हुए उपलब्धियों का उल्लेख किया। श्री रथ ने कहा कि "राष्ट्रीय साक्षरता मिशन की स्थापना से

लेकर अब तक साक्षरता के लिहाज से देश ने २१.२७ प्रतिशत की उल्लेखनीय वृद्धि दर्ज की है जिसमें पुरुष साक्षरता दर में १८.८८ प्रतिशत की वृद्धि हुई है वहीं महिला साक्षरता दर ने २७.९१ प्रतिशत की वृद्धि दर्ज की है।" इसी के साथ श्री रथ ने देश में व्याप्त साक्षरता सम्बंधित चुनौतियों का भी विस्तार से उल्लेख किया।

प्रौढ़ शिक्षा निदेशालय, मानव संसाधन विकास मंत्रालय, भारत सरकार ने राष्ट्रीय स्तर पर एक प्रतियोगिता का आयोजन किया था। प्रतियोगिता में नवसाक्षरों से संबंधित चयनित आठ पुस्तकों के एक सेट का विमोचन मानव संसाधन विकास

राज्य मंत्री श्रीमती डी. पुरंदेश्वरी द्वारा किया गया। इसके उपरांत मानव संसाधन विकास राज्य मंत्री मो. ए.ए. फातमी ने अपने विचार व्यक्त किए। मो. फातमी ने कहा कि विगत कई वर्षों से मैं प्रत्यक्ष रूप से अंतर्राष्ट्रीय साक्षरता दिवस समारोह में भाग लेता रहा हूं। देश में व्याप्त असाक्षरता के व्याधि को मिटाने की दिशा में राष्ट्रीय साक्षरता मिशन के प्रयत्नों, तमाम स्वयंसेवी प्रयासों एवं साक्षरताकर्मियों के व्यक्तिगत निष्ठा एवं पहल की उल्लेखनीय भूमिका है। लेकिन आज भी अनुसूचित जातियों / जनजातियों तथा अल्पसंख्यक समुदाय के लोगों में असाक्षरता व्यापक

रूप से विद्यमान है। विशेषरूप से अनुसूचित जातियों / जनजातियों तथा अल्पसंख्यक समुदाय की महिलाएं इस समस्या से अत्याधिक ग्रस्त हैं। इस अवसर पर मो. फातमी ने साक्षरता आंदोलन से जुड़े तमाम सरकारी / गैर-सरकारी संस्थाओं एवं साक्षरता प्रेमियों से आह्वान किया कि वे महिलाओं को इस व्याधि से निकट भविष्य में निजात दिलाने के लिए हर संभव प्रयास करने हेतु प्रतिज्ञा लें।

इसके उपरांत भारत ज्ञान विज्ञान समिति नामक संस्था ने आम भारतीयों के साक्षरता, स्वास्थ्य एवं अन्य मौलिक जरूरतों को रेखांकित करते हुए एक रंगारंग नृत्य नाटिका आधारित कार्यक्रम का मंचन किया। प्रख्यात रंगमंच कर्मी आर.के. रैना द्वारा निर्देशित इस नृत्य नाटिका की पंक्तियों

“किसका-किसका है दोष ये सारा,
सूखती है क्यों जीवन की धारा
स्वास्थ्य का जब तक हक न मिलेगा,
गूजेगा हम सब का नारा” ने निश्चित ही उपस्थित सभी लोगों का ध्यान आकर्षित किया। इस नाट्य प्रस्तुति के पंक्ति “सबको रोटी सबको पानी मांग रहा है हिन्दुस्तानी” ने अक्षरशः आम भारतीयों की अपेक्षाओं को अभिव्यक्ति दी। मुख्य अतिथि राष्ट्रपति श्रीमती प्रतिभा पाटिल ने भावविह्वल हो इस प्रस्तुति को देखा।

इस बार सत्येन मैत्रा पुरस्कार के लिए संस्थाओं के चयन हेतु गठित समिति की अध्यक्षता प्रख्यात वैज्ञानिक डा. यशपाल कर रहे थे। इस अवसर पर राष्ट्रपति ने समिति द्वारा चयनित संस्थाओं को सत्येन मैत्रा पुरस्कार भी प्रदान किए। संपूर्ण

“प्रौढ़ साहित्य सम्मान-२००८”

के लिए प्रविष्टियां/पुस्तकें आमंत्रित

प्रौढ़ साहित्य के रचनाकारों, प्रकाशकों तथा संस्थाओं के प्रोत्साहन हेतु भारतीय प्रौढ़ शिक्षा संघ, नई दिल्ली के तत्वाधान में “प्रौढ़ साहित्य सम्मान” देने का निर्णय लिया गया है। प्रौढ़ साहित्य सम्मान-२००८ के लिए प्रकाशित मौलिक पुस्तकें आमंत्रित हैं। सम्मान के तहत रचनाकार को रू. ११,०००/- (ग्यारह हजार रुपये), शॉल, सम्मान-प्रतीक, स्मृति चिन्ह तथा प्रशस्ति-पत्र प्रदान किया जाएगा।

रचनाकारों से आग्रह है कि इस सम्मान हेतु अपनी श्रेष्ठ, स्वरचित एवं प्रकाशित पुस्तक जो १९९९-२००८ की समयावधि में प्रकाशित हुई हो, की चार प्रतियां भेजें। तीन प्रतियों पर लेखक/लेखिका के नाम पर चिप्पी लगा दें, ताकि कहीं भी पुस्तक में वह नाम

दिखाई न दें।

इन तीन प्रतियों को अलग पैकेट में सील बंद कर दें। पैकेट पर गोपनीय - “प्रौढ़ साहित्य सम्मान वर्ष २००८” लिख दें। अन्य प्रति के साथ रचनाकार का संक्षिप्त परिचय भी लगा दें। इन दोनों पैकेट- गोपनीय “प्रौढ़-साहित्य सम्मान वर्ष २००८” तथा पुस्तक और रचनाकार परिचय को एक साथ लिफाफे में निम्न पते पर दिनांक ३१.१२.२००८ तक भेजें। इसके पश्चात कोई प्रविष्टि स्वीकार नहीं की जाएगी। निर्णायकों का निर्णय अन्तिम एवं मान्य होगा।

डॉ. मदन सिंह

महासचिव

भारतीय प्रौढ़ शिक्षा संघ,
१७-बी, इन्द्रप्रस्थ एस्टेट,
नई दिल्ली - ११०००२

साक्षरता अभियान हेतु यह पुरस्कार मणिपुर के विष्णुपुर जिले को प्रदान किया गया। उत्तर साक्षरता कार्यक्रम हेतु यह पुरस्कार झारखंड के गरवहा जिले को प्रदान किया गया। सतत शिक्षा के लिए सत्येन मैत्रा पुरस्कार क्रमशः उत्तर प्रदेश के जिला झांसी, छत्तीसगढ़ के सरगुजा, राजस्थान के उदयपुर, आंध्रप्रदेश के मेडक एवं बिहार के जिला बेगुसराय को प्रदान किया गया।

इस अवसर पर एन.एल.एम. - यूनेस्को पुरस्कार भी प्रदान किए गए। प्रथम, द्वितीय एवं तृतीय पुरस्कार क्रमशः

तमिलनाडु के शिवगंगा जन शिक्षण संस्थान, बिहार के गया जन शिक्षण संस्थान एवं राज्य संसाधन केन्द्र चेन्नई को प्रदान किया गया।

तदुपरांत राष्ट्रपति श्रीमती प्रतिभा देवीसिंह पाटिल ने अपने गंभीर विचार प्रस्तुत किए। चिली के नोबेल पुरस्कार प्राप्त लेखक गैबरिएला मिस्ट्रेल के पंक्तियों “अनेक चीजें जो हमें चाहिए हम उसके लिए इंतजार कर सकते हैं पर बच्चा नहीं अभी उसकी अस्थियां आकार ले रही हैं उसका मस्तिष्क विकसित हो रहा है

शेष पृष्ठ ७ पर

Singapore University honour to Dr. Abdul Kalam



Former President, Dr. APJ Abdul Kalam was conferred an honorary degree of Engineering by Nanyang Technological University, Singapore. The citation readout hails Dr. Kalam for being a great role model as a defense scientist who exemplifies scientific and engineering excellence, ambitious and realizable goals and dedication to the cause of his country.

In his acceptance speech Dr. Kalam outlined a 21st century university vision in which he stressed that universities should prepare citizens of the future with a global outlook in an ambience in which science and technology and public policy are interrelated. He called for innovative content generation in virtual classrooms in a world where good teachers could be found anywhere by technological connectivity among universities. □

शोक संदेश



यशस्वी साहित्यकार, समर्पित साक्षरताकर्मी, प्रखर समाजसेवी एवं जीवन की अंतिम सांस तक युवा मिजाज को जीने वाले डा. जयपाल तरंग जी का विगत २ सितम्बर २००८ (दिन मंगलवार) सांयकाल ७:३० बजे आकस्मिक निधन हो गया। इस अप्रत्याशित दुखद समाचार से समूचा भारतीय प्रौढ़ शिक्षा संघ परिवार स्तब्ध है। डा. तरंग का जन्म १२ मार्च १९२९ को सिखैड़ा, जिला बुलंदशहर (उत्तर प्रदेश) में हुआ था। एक शिक्षक और साहित्यकार के नाते डा. तरंग पिछले चार दशकों से भारतीय प्रौढ़ शिक्षा संघ से पूर्ण मनोयोग से जुड़े रहे। स्वभाव से बेहद मिलनसार, हंसमुख और कभी न थकने वाले डा. तरंग के दिलो-दिमाग में समाज सेवा, साहित्य रचना और साक्षरता के प्रति

गहरी आस्था थी। कलम के धनी होने के साथ ही डा. तरंग विचारों के भी धनी थे। अत्यंत व्यावहारिक रूप से जिंदगी जीने वाले डा. तरंग अधुनातन विचारों को भी बेबाक ढंग से लिपिबद्ध करने में कभी भी नहीं हिचकते थे। अपने दौर के तमाम मूर्धन्य साहित्यकारों, रंगकर्मियों एवं समाजसेवियों से उनका जीवन्त संबंध था। हाल में ही उन्हें पुत्र शोक हुआ। ऐसे कठिन समय में भी वे गत मास भारतीय प्रौढ़ शिक्षा संघ द्वारा इण्डिया इण्टरनेशनल सेण्टर, नई दिल्ली में आयोजित "प्रौढ़ साहित्य : परख व पहचान" विषय पर विचार-संगोष्ठी से आद्योपांत जुड़े रहे। यही उनका अंतिम जन समारोह रहा। निःसर्ग से डा. तरंग की दैहिक विदाई भारतीय प्रौढ़ शिक्षा संघ के लिए एक कभी न पूरी होने वाली निजी क्षति है। हम सब उनकी आत्मा की शांति के लिए ईश्वर से प्रार्थना करते हैं। साथ ही यह भी प्रार्थना करते हैं कि इस दुखद घड़ी में ईश्वर उनके परिवारजनों तथा स्वजनों को इस असह्य पीड़ा को सहन करने की क्षमता प्रदान करें।

IGNOU to Train School Dropouts and Workers

Indira Gandhi National Open University under a joint initiative with the Confederation of Indian Industries will train over one lakh school dropouts, construction workers, security guards and employees of travel and tourism trade to enhance their professional skills. □

As per a Memorandum of Understanding signed between IGNOU and CII, over 2000 IGNOU study centres would enroll workers and school dropouts throughout the country, give professional training leading to award of certificates and diplomas. □

All India Adult Education Conference at Kolhapur

The Indian Adult Education Association in collaboration with Shivaji University, Kolhapur (Maharashtra) is organizing its **57th All India Adult Education Conference at Kolhapur from December 19 - 21, 2008.**

The theme of the Conference is “**Lifelong Learning – Opportunities and Challenges**”.

The venue of the Conference is the Auditorium of 'Bhasha Bhawan', Shivaji University. The stay arrangements for the participants have been made in the University Guest Houses and Teachers' Quarters.

The Railway Board has already granted train concession of 25% in Second Class sleeper for the delegates of non-government organisations attending the Conference. The forms are available on request.

Delegation fee of Rs. 250/- and the subsidized boarding charges of Rs. 500/- is compulsorily for the delegates which should be remitted to the organizers (IAEA) on or before November 17, 2008 through a **Bank Draft drawn in favour of “Indian Adult Education Association” payable at New Delhi.**

Kolhapur can be reached by train/bus overnight from Mumbai, by bus in four hours from Pune. It is only 48 kms. from Miraj railway station. **Please note that Kolhapur railway station is now called Chhatrapati Sahuji Maharaj Terminus.** Members are advised to secure reservation for their return journey well in advance before proceeding to Kolhapur from their originating stations itself as it will be very difficult to seek rail reservation on arrival in Kolhapur.

All those who are associated with or interested in adult education are cordially invited to attend the Conference and send their confirmation to IAEA latest by November 17, 2008 and by endorsing a copy of the letter to Dr. Bhalba Vibhute, Director and Head, Department of Adult and Continuing Education & Extension Work, Shivaji University, Kolhapur – 416 004 (Maharashtra)

The contact numbers of Dr. Bhalba Vibhute are:

Tel.: 0231-2609150 / 2609151 (O)

Fax: 0231-2692203

Mobile: 09422580754

Looking forward for an early reply.

DR. MADAN SINGH
General Secretary

पृष्ठ ५ से
हर हाल में पूरा करना होगा...
हम नहीं कह सकते कि
उसका नाम हम कल रखेंगे
आज ही उसका नाम रखना होगा” का
उल्लेख करते हुए राष्ट्रपति ने कहा कि
साक्षरता संबंधित जरूरतों को हम कल
पर टाल नहीं सकते। जिस विशाल आबादी
को आज साक्षर किया जाना चाहिए, हमें
हर संभव प्रयास कर उन्हें तत्काल साक्षर
बनाना होगा।

श्रीमती पाटिल यह याद दिलाना नहीं
भूलीं कि २०१२ में संयुक्त राष्ट्र साक्षरता
दशक समाप्त हो रहा है। तात्पर्य यह कि
इस दशक के तहत तय किये जाने वाले

लक्ष्यों को हांसिल करने का दबाव भी
देश के सामने है। राष्ट्रपति महोदया ने
महात्मा गांधी के इस कथन कि 'किसी
संस्कृति के विनाश हेतु पुस्तकों को जलाने
की कतई आवश्यकता नहीं है, उस संस्कृति
विशेष के अनुयायियों को केवल पुस्तक
पढ़ने से रोक देना ही इसके लिए पर्याप्त
होगा' का उल्लेख करते हुए वस्तुतः
साक्षरता कर्मियों के समक्ष शिक्षा के मूलभूत
और व्यापक लक्ष्य को रेखांकित करने
का प्रयास किया। इस अवसर पर श्रीमती
पाटिल ने देश के हर साक्षर नागरिक से
शेष बचे असाक्षरों को साक्षरता की परिधि
में शामिल करने हेतु अपना हर संभव

योगदान देने का भी आह्वान किया।
उन्होंने कहा असाक्षरों की बड़ी आबादी
को देख आतंकित होने के बजाय उससे
डटकर मुकाबला करने की जरूरत है।

अंतर्राष्ट्रीय साक्षरता दिवस समारोह
के अंत में संयुक्त सचिव (प्रौढ़ शिक्षा)
एवं महानिदेशक (राष्ट्रीय साक्षरता
मिशन) श्रीमती अनीता कौल ने इस
अवसर पर उपस्थित राष्ट्रपति महोदया
सहित सभी गणमान्य अतिथियों, साक्षरता
प्रेमियों, कलाकारों, स्कूली बच्चों एवं अन्य
प्रतिभागियों के प्रति धन्यवाद ज्ञापन किया।

- बी. संजय



500 Million Trained Human Resources by the Year 2020 – Prime Minister



Prime Minister Dr. Manmohan Singh while addressing the faculty and students of Indian Institute of Technology, Guwahati said an amount of Rs. 2,75,000 crore would be invested during the XI Plan period to undertake an

education revolution that would aim at creating a pool of 500 million trained human resources by the year 2020. Dr. Singh also called for intensive knowledge collaboration between the corporate sector and eminent educational institutions in tune with the global trend.

Dr. Singh announced that the knowledge investment was aimed at massive expansion of elementary and secondary education besides setting up world class institutes in the fields of management, technology, science, education and research. □

Notice

Dear Members,

All the life members of IAEA were repeatedly requested through letters and IAEA Newsletter to verify their details a fresh for updation. A few members are not found to have responded so far. For all those who have not responded will not be included in the mailing list of IAEA and no further correspondence will be sent to them.

Dr. Madan Singh
General Secretary

Registered Newspaper

Indian Adult Education Association
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New Delhi - 110 002

TO

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NEW DELHI

NEWSLETTER

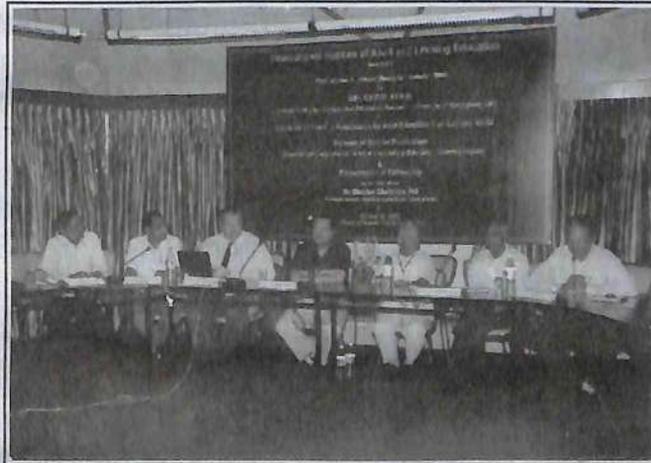
Vol. 17 No. 10

October 2008

Prof. James A. Draper Memorial Lecture

Under the auspicious of International Institute of Adult and Lifelong Education James A. Draper Memorial Lecture is arranged periodically.

James A. Draper first came to India in 1964 to join a faculty of University of Rajasthan under the Vice Chancellorship of Mohan Sinha Mehta. At that time the University was beginning the first University Extension Programme in India. During the two years that he was involved



From left to right: Dr. Madan Singh, Prof. S.Y. Shah, Prof. Chris Atkin, Shri Bhaskar Chatterjee, Dr. Lakshmidhar Mishra, Shri K.C. Choudhary, Dr. V. Mohankumar

in planning the first All India Conference on Adult Education and the first conference on University Adult Education. He also taught the first graduate course of Adult Education in India. Over the years he became Adviser to a number of Universities

including the University of Madras where he wrote the draft statement for establishing a new Department of Adult and Continuing Education. He was the Co-Author of the book "Adult Education in India" alongwith Shri Anil Bordia and Mr. J. Roby Kidd.

In 1972-73, Dr. Draper was Resident

Director in India of the Shastri Indo-Canadian Institute. He was also a fellow of the Indian Council of Social Science Research. He died in September 2004. He was closely associated with Indian Adult Education Association. In 2005, International Institute of Adult and Lifelong Education started the James A. Draper Memorial Lecture in 2005 which was delivered by

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Prof. James A. Draper...

Dr. Lakshmidhar Mishra, former Secretary to Govt. of India, Ministry of Labour.

A function was held on October 10, 2008 at India International Centre, New Delhi in which Dr. Chris Atkin, Associate Professor, Unesco Centre for Comparative Education Research, School of Education, the University of Nottingham, U.K. delivered the second Prof. James A. Draper Memorial Lecture. The topic was "Literacies of Power : A renaissance for Adult Education in an Evolving World". Immediately after the lecture, Dr. Lakshmidhar Mishra, Prof. N.K. Ambasht and Prof. C.J.

Daswani made fruitful interventions on the subject.

Shri K.C. Choudhary, President, IAEA and Chancellor, International Institute of Adult and Lifelong Education presided over the function.

Shri Bhaskar Chatterjee, IAS, Principal Adviser, Planning Commission, Govt. of India was the Chief Guest. Others present in the function including Dr. Lakshmidhar Mishra, Prof. C.J. Daswani, Prof. N.K. Ambasht, Smt. Varsha Das, Prof. S.Y. Shah, Dr. M. Chandrasekharan Nair and Smt. Kusum Vir. Dr. Madan Singh, General Secretary, IAEA and



Registrar, International Institute of Adult and Lifelong Education proposed vote of thanks.

Shri Bhaskar Chatterjee released the book published by International Institute of Adult and Lifelong Education titled "International Perspectives on Adult and Lifelong Education: Selected Papers" edited by Prof. S.Y. Shah. □

Confirmation of IIALE Fellowship



The Fellows with Shri Bhaskar Chatterjee and Prof. Chris Atkin

International of Adult and Lifelong Education, New Delhi for the first time decided to confer Honorary Fellowship to outstanding Adult Educators for which applications were called

for on August 20, 2008. The Fellowship Committee scrutinized the application and selected eleven persons for Fellowship for the year 2008. They were:

1. Dr. P Adinarayana Reddy, Director, Department of Adult and Continuing Education, S.V. University, Tirupati, Andhra Pradesh.
2. Shri Akhilesh Kumar Shukla, Director Incharge, Jan

Shikshan Sansthan, Mirzapur, Uttar Pradesh.

3. Shri Amitabh Garg, Director, Jan Shikshan Sansthan, Allahabad, Uttar Pradesh.
4. Shri Biswajit Mishra, Director, Jan Shikshan Sansthan, Angul, Orissa.
5. Dr. Manjeet Paintal, Director, Regional Resource Centre, Panjab University, Chandigarh.
6. Shri Satish Sampatlal Surana, Director, Jan Shikshan Sansthan, Aurangabad, Maharashtra.
7. Dr. K. Parthasarathy, Coordinator, School of

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National Seminar Organised by All India Council for Mass Education and Development

All India Council for Mass Education and Development, Kolkata in collaboration with IAEA State Branch organized a two day National Seminar on 'Universal Education for Civil Rights: Role of Voluntary Organizations' at Bakreswar, Birbhum District on September 20-21, 2008. The inaugural session on September 20, 2008 was presided over by Shri Pradip Nath Bhadury, President, All India Council for Mass Education and Development, Kolkata and the inaugural speech was given by Shri KC Choudhary, President, Indian Adult Education Association, New Delhi. Key



note address was given by Dr. Madan Singh, General Secretary, Indian Adult

Education Association, New Delhi. Prof. Nabinananda Sen, Joint Secretary AICMED welcomed all the participants. There were two academic sessions on the first day of the seminar.

On the second day the 10th National Conference of AICMED was inaugurated by Shri KC Choudhary, President, Indian Adult Education Association, New Delhi. The seminar was addressed by Dr. Madan Singh, General Secretary, Indian Adult Education association, New Delhi. Shri Dilip Mukhopadhyay, Former Registrar, Viswa Bharti and Vice Chairman, All India Council for Mass Education and

Development welcomed all the participants while Shri Arabinda Bhattacharya proposed vote of thanks.

Fraternal Organizations and individuals spoke on the chosen topics. □

National Seminar Organized by Indian Paulo Freire Institute

Indian Paulo Freire Institute, Kolkata established and funded by Satyen Maitra Shiksha Sansthan organized a two day National Seminar on 'Freirean Concept of Education for Liberation in the Third World Context' at Kolkata on September 18-19, 2008. The first session on September 18, 2008 was presided over by Shri KC Choudhary, President, Indian Adult Education Association and the inaugural address given by the Prof. Sudarshan Roy

Chowdhury, Minister Incharge of Higher Education, Govt. of West Bengal. After reading the message from Dr. John Wallace, University of Nottingham, UK, the Paulo Freire Memorial Lecture was delivered by Prof. SY Shah, Group of Adult Education, Social Science - 1, Jawaharlal Nehru University, New Delhi.

Other speakers presented the papers were Dr. Madan Singh, General Secretary, Indian Adult Education Association and Shri Jagannath Ghosh.

The session on September 19, 2008 was chaired by Smt. Chandrika Mahapatra. The key speakers were Prof. Lis Hemmingsen, School of Education, University of Aarhus, Denmark and Prof. Asok Nath Basu, Former Vice Chancellor, Jadavpur University and presently Chairman West Bengal Pollution Control Board.

Prof. Asoke Bhattacharya was the Director of the seminar. □

IAEA Conducts Evaluation of Post Literacy Programme of Sirsa (Haryana)

Indian Adult Education Association has conducted External Evaluation of the Post literacy Programme of Sirsa district of Haryana. Post literacy programme in the district was sanctioned during 2006 after a lapse of over a decade of TLC implementation. The evaluation study has revealed the following strengths and weaknesses of the programme implementation:

STRENGTHS

1. Motivation of the learners is high. They want to learn with interest – More so the women folk in rural areas.
2. Part time Volunteer Teachers (Akshar Sainiks) are taking keen interest in the programme.
3. Outcome of the literacy efforts in terms of learning in a short period is very good.
4. Awareness regarding education of children, health and sanitation issues is high.
5. A set of literacy books is available in the Jana Chetna Kendras. Most of the books are relevant to the needs of the neo literates.
6. Documentation of survey, enrolment and village information is available at each JCK.
7. Impact of environment building activities is visible in terms of learning interest.

8. Role of district administration particularly of the Deputy Commissioner and Additional Deputy Commissioner is very significant. They have motivated the field functionaries and Panchayati Raj Institution to support this programme.

9. Chief Project Coordinator who has good experience of being associated with literacy programmes of some other districts of the State viz Panchakula, Fatehbad etc. has involved himself in a big way. Revival of the literacy effort from a stagnating TLC after a long period of break was a big challenge which has been met with success with good cooperation of the field functionaries.

10. After completing three primers (Jatan Parts I to Part III) during this phase of Post literacy, many learners have started learning the Post literacy primer 'Parakh'.

11. Women have come out of their traditional shyness in a big way. Mahila Mandals have come up. They talk of social and economic issues among themselves. This is a big step towards women empowerment.

12. Role of literacy workers in Total Sanitation Campaign and Peace Marches for

communal harmony was very significant.

13. District Jail Programme of literacy and welfare of the Jail inmates is a very good effort. Jail Superintendent is a very committed person for the cause of improving the quality of life of the prisoners.

WEAKNESSES

1. There was a big gap of over a decade between literacy and Post literacy programme implementation.
2. Participation of the learners in the tests conducted by the evaluation team was much lower as compared to the reported achievement and enrolment. There could be many reasons for it. The main reason was crop cutting season when everybody is engaged in field.
3. Training of functionaries laid emphasis on literacy aspect. It needed to be strengthened more particularly in respect of awareness and functionality aspects of the Post literacy programme.
4. Use of library books by the neo-literates has not been much. Infact they were yet to reach the stage of completing Post literacy primer and start using library books in a meaningful manner.

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Confirmation of IIALE Fellowship...

Education and Professor and Head, Centre for Adult and Continuing Education, Bharathidasan University, Tiruchirapalli.

8. Prof. Z.S. Saiyed, Director, Jan Shikshan Sansthan, Bharuch, Gujarat.
9. Smt. Priya Anil Patil, Director, Jan Shikshan Sansthan, Nashik, Maharashtra.
10. Smt. Racheal Raykumari, Director, Jan Shikshan Sansthan, Koraput, Orissa.
11. Smt. Nandini Kajuri, Director, State Resource Centre, Kolkata, West Bengal.

The fellowship was conferred on the individuals by Shri Bhaskar Chatterjee, Principal Adviser, Planning Commission of India in a solemn function at India International Centre on October 10, 2008. The function was presided over by Shri K.C. Choudhary, President, IAEA and Chancellor, International Institute of Adult and Lifelong Education. Dr. V. Mohankumar, Director, IAEA and Joint Registrar, International Institute of Adult and Lifelong Education read out the citations.

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IAEA conducts evaluation...

5. The Post literacy programme had to lay more emphasis on Mop-up activity. Achievement in respect of Post literacy learning was as yet low. But the type of motivation

All India Adult Education Conference at Kolhapur

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The Railway Board has already granted train concession of 25% in Second Class sleeper for the delegates of non-government organisations attending the Conference. The forms are available on request.

Delegation fee of Rs. 250/- and the subsidized boarding charges of Rs. 500/- is compulsorily for the delegates which should be remitted to the organizers (IAEA) on or before November 17, 2008 through a **Bank Draft drawn in favour of "Indian Adult Education Association" payable at New Delhi.**

Kolhapur can be reached by train/bus overnight from Mumbai, by bus in four hours from Pune. It is only 48 kms. from Miraj railway station. **Please note that Kolhapur railway station is now called Chhatrapati Sahuji Maharaj Terminus.** Members are advised to secure reservation for their return journey well in advance before proceeding to Kolhapur from their originating stations itself as it will be very difficult to seek rail reservation on arrival in Kolhapur.

All those who are associated with or interested in adult education are cordially invited to attend the Conference and send their confirmation to IAEA latest by November 17, 2008 and by endorsing a copy of the letter to Dr. Bhalba Vibhute, Director and Head, Department of Adult and Continuing Education & Extension Work, Shivaji University, Kolhapur – 416 004 (Maharashtra)

The contact numbers of Dr. Bhalba Vibhute are:

Tel.: 0231-2609150 / 2609151 (O)

Fax: 0231-2692203

Mobile: 09422580754

Looking forward for an early reply.

DR. MADAN SINGH
General Secretary

created among the learners was a sign of their success.

Value of education is now definitely recognized. Enrolment in Primary schools both in respect of boys and girls has increased. The neo literates are using their reading, writing skills

in their day to day life. Belief in superstitions has come down. Awareness in areas of health, sanitation and other development programmes has improved.

Prem Chand
Consultant

पुस्तक वाचन एवं पुस्तकालय प्रबंधन प्रशिक्षण शिविर

रायपुर, छत्तीसगढ़

गत 29-30 अगस्त 2008 को रायपुर, छत्तीसगढ़ में भारतीय प्रौढ़ शिक्षा संघ, नई दिल्ली एवं राज्य संसाधन केन्द्र रायपुर के तत्वाधान में पुस्तकालय प्रबंधन एवं पुस्तक वाचन पर दो दिवसीय राज्य स्तरीय प्रशिक्षण शिविर का आयोजन किया गया। कार्यक्रम के मुख्य अतिथि श्री नंदकुमार, सचिव स्कूल शिक्षा, छत्तीसगढ़ थे। कार्यक्रम की अध्यक्षता श्री एस.सी. दुआ, सलाहकार, भारतीय प्रौढ़ शिक्षा संघ ने की। इस अवसर पर विशिष्ट अतिथि के रूप में श्री तुहिन देव, कार्यकारी निदेशक राज्य संसाधन केन्द्र, श्री प्रशांत पांडेय तथा श्री दिनेश टांक, परियोजना प्रबंधक, राज्य साक्षरता मिशन प्राधिकरण उपस्थित थे। प्रशिक्षण शिविर में राज्य के सभी जिलों से 35 मुख्य संदर्भ व्यक्तियों ने भाग लिया।

मुख्य अतिथि श्री नंदकुमार ने अपने उद्बोधन में कहा कि यदि आप लोगों के चारों तरफ पुस्तक फैला देंगे तो वे पढ़ना भी सीख जायेंगे। यही स्वाभाविक है, उनके वातावरण में जो दिखेगा वही वह सीखेंगे। आज पुस्तकालयों पर अंदर व बाहर दोनों जगह ताले लगे हैं। इन्हें तत्काल खोलना जरूरी है। उन्होंने कहा कि पिछले वर्ष हम सबके प्रयास से दंतेवाड़ा जिले को सत्येन मैत्रा

पुरस्कार मिला था। इस वर्ष भी राज्य के सरगुजा जिले को सतत शिक्षा के क्षेत्र में उत्कृष्ट कार्य करने के लिए भारत सरकार ने सत्येन मैत्रा पुरस्कार प्रदान किया है। यह हमारे लिए गौरव की बात है। उन्होंने प्रतिभागियों से कहा कि आप बहुत ही महती प्रशिक्षण शिविर में भाग ले रहे हैं। उन्होंने यह



सुझाव दिया कि हमें स्वातः सुखाय के लिए न लिखकर लोगों के लिए लिखना चाहिए। अब समय आ गया है कि राज्य में वाचन से विकास की नई संस्कृति पनपे और सभी को इसमें अपना भरपूर योगदान देना चाहिए।

कार्यक्रम की अध्यक्षता कर रहे श्री एस. सी. दुआ ने कहा कि मनुष्य के समग्र विकास में वाचन संस्कृति का महत्वपूर्ण योगदान है। मैं दूर से इसलिए आया हूँ कि यहां के लोगों को अधिक से अधिक पढ़ने हेतु

प्रोत्साहित कर सकूँ। उन्होंने कहा कि सतत शिक्षा कार्यक्रम के तहत स्थापित पुस्तकालयों का संचालन कई जगहों पर सही ढंग से नहीं हो रहा है। इसकी मुझे पीड़ा है। हमें स्वयं को इस ढंग से तैयार करना होगा कि हम सहजता से नवसाक्षरों एवं अर्ध-साक्षरों के लिए उपलब्ध एवं नवरचित पाठ्य सामग्रियों को उन तक पहुंचा सके।

अपने स्वागत भाषण में तुहिन देव ने सतत शिक्षा कार्यक्रम के तहत पुस्तकालय एवं प्रशिक्षण के उद्देश्यों पर विस्तार से प्रकाश डाला। श्री देव ने प्रतिभागियों को भारतीय प्रौढ़ शिक्षा संघ के गरिमामय इतिहास के बारे में बताया। प्रशांत पांडेय ने राज्य में पुस्तक वाचन पर चल रही गतिविधियों के बारे में सभी को जानकारी दी।

इसके बाद के सत्र में तुहिन देव द्वारा प्रतिभागियों की अपेक्षाएं एवं प्रशिक्षण के उद्देश्य पर विस्तृत चर्चा की गई। तत्पश्चात श्री दुआ ने पुस्तकालयों के वैज्ञानिक संचालन पर चर्चा की तथा उस पर सम्यक समझ बनाने का प्रयास किया। उन्होंने प्रतिभागियों से पठन अभिरुचि सर्वेक्षण प्रपत्र भी भरवाया। रात्रिकालीन सत्र में पुस्तक वाचन पर फिल्म का प्रदर्शन किया गया।

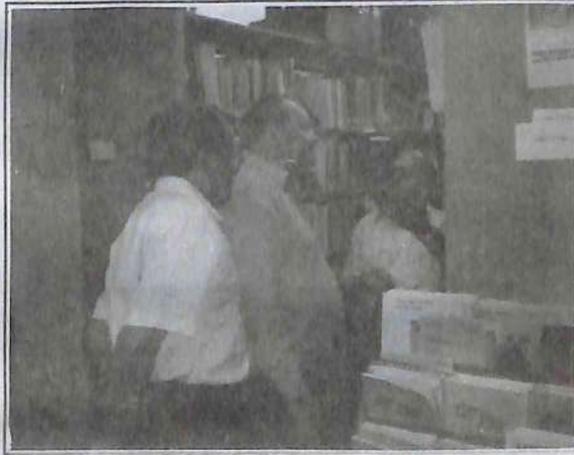
शेष अगले पृष्ठ पर

Visit of Prof. Atkin to IAEA



Prof. Chris Atkin, Associate Professor, Unesco Centre for Comparative Education Research, School of Education, the University of Nottingham, U.K. visited IAEA on October 8, 2008 alongwith Prof. S.Y. Shah of JNU. Prof.

Atkin had a detailed discussion with the staff members of IAEA about the working of the institution and its role in information and dissemination to the researchers and functionaries of Adult and Lifelong Education. He had shown keen interest in the library and documentation and appreciated the collection of books and materials which are worth for reference to the research scholars.



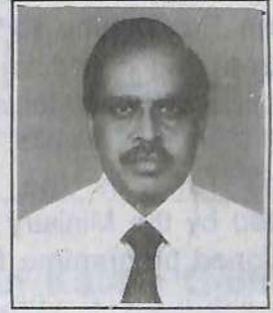
पिछले पृष्ठ से
पुस्तकालय वाचन ...

दूसरे दिन के सत्र में प्रतिभागियों को प्रतिवेदन लेखन के कौशल से परिचित करवाया गया। पुस्तकालय प्रबंधन पर श्रीमती उषा वलैया ने अपने जीवन के अनुभव प्रतिभागियों को सुनाया। तत्पश्चात प्रशांत पाण्डेय ने 8 सितम्बर को पुस्तक वाचन दिवस एवं पुस्तक वाचन अभियान पहलूओं का प्रतिभागियों से परिचय कराया। श्री सुभाष दुआ ने सूचना, प्रलेखन केंद्र एवं पुस्तकालय प्रबंधन का सत्र

संचालित करते हुए ग्रंथालय विज्ञान के पांच सूत्र बताए। उन्होंने दस्तावेजों का विभागीकरण, सूचना सामग्री की प्राप्ति, परिग्रहण सूचीकरण, शैलिंग, परिचालन एवं विपणन व्यवस्था के बारे में विस्तृत रूपरेखा प्रस्तुत किया।

प्रतिभागियों को तीन समूहों में बांट दिया गया। इन समूहों ने क्रमशः (1) सतत शिक्षा/ग्रामीण पुस्तकालयों को लोकप्रिय कैसे बनाएं (2) पुस्तक वाचन अभियान/वाचन दिवस को अपने क्षेत्र में कैसे सफल बनाएंगे,

State Award to Prof. M.C. Reddeppa Reddy



Prof. M.C. Reddeppa Reddy, Principal, College of Education and Extension Studies, Sri Venkateswara University, Tirupati has received the State Award in recognition of his distinguished service as a teacher from the Govt. of Andhra Pradesh, Department of Higher Education for the year 2008. The award included certificate of merit, a medal and cash. Shri Reddy is a Life Member of Indian Adult Education Association.

और (3) पुस्तकालय प्रबंधन एवं पुस्तकालय पर जिला स्तरीय एक दिवसीय प्रशिक्षण की रूपरेखा आदि विषयों पर समूह चर्चा की। कार्यक्रम के अंत में जिला स्तरीय एक दिवसीय प्रशिक्षण की रूपरेखा प्रस्तुत की गई एवं समस्त प्रतिभागियों को प्रमाण-पत्र प्रदान किया गया। इसके साथ ही प्रशिक्षण शिविर का समापन हुआ।



"Lok Talim", the new name to literacy programme

The Union Ministry of Human Resource Development has redesigned the National Literacy Mission Programme to infuse new zeal into it and to check relapse into illiteracy for want of further learning avenues.

Lok Talim is the name selected by the Ministry for its redesigned programme for the basic literacy and continuing education. Unlike NLM, Lok Talim will have the option to implement the programme by adopting different approaches.

Coexisting with the volunteer based approach will be other instruments like the resident instructor for particularly for remote and backward areas. Besides, there are provision for residential camps of four month duration for adolescents and week long residential camps for ten months for self help groups and Panchayats to manage the programme.

The target for XI Five Year Plan is to achieve 85 percent literacy by 2012. □

Director IAEA Participated in the State Level Seminar

Dr. V. Mohankumar, Director, IAEA participated in the state level seminar on "Literacy and Continuing Education Programme in the XI Five Year Plan" organized the State Resource Centre, Tamil Nadu on October 16, 2008. He presented a paper on the topic chosen for the seminar. □

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TO

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NEWSLETTER

Vol. 17 No. 11

November 2008

Inauguration of Karnataka Branch of IAEA



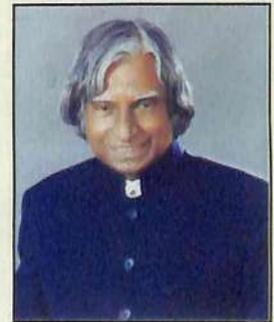
The Karnataka Branch of IAEA was inaugurated by Shri Jagadguru Gurushiddha Rajayogindraswamiji by lighting the ceremonial lamp on September 8, 2008 at SJMV Women's College, Hubli. The keynote address was given by Dr. M.B. Dilshad, Chairman, Women's Studies, Karnataka State Women's University, Bijapur. Shri Basavaraj Horatti, former Education Minister and M.L.C. and Shri Veerabhadrappe Hala Haravi,

M.L.A, were the Chief Guests. Shri K.R. Susheelee Gowda, Member, Executive Committee, IAEA presided over the function.

Prof. S.B. Saligoudar, Secretary of the Karnataka Branch of IAEA gave introductory remarks. Prof. A.V. Hiremath, Chairman welcomed the guests while Shri R.M. Patil proposed vote of thanks.

Shri Basavaraj Horatti offered Rs. 1.00 lakh for the activities of the Branch from Legislator's Fund. □

Abdul Kalam Calls for Value Based Education System



Former President Shri APJ Abdul Kalam has underlined the significance of education and value system, growth of spirituality in religion and economic development with equality for ensuring evolution of an enlightened society in the country to meet the goals of "Mission 2020". According to him these three elements have the potential for bringing about transformation and establishing peace and justice in the society. □

November 11th is National Education Day



The Union Ministry of Human Resource Development has decided to commemorate the birthday (November 11th) of Maulana Abul Kalam Azad, an eminent educationist and the first Union Minister of Education of Independent India as the National Education Day from the year 2008. Maulana Azad was

the Education Minister from 1947 to 1958. He was instrumental for the establishment of a National Education System with free primary education and modern institutions of higher education. He is also credited with the foundation of the University Grants Commission.

As part of National Education Day the institutions across the country will organize seminars, symposia, essay-writing, elocution competitions, workshops and rallies with banner cards and slogans on the importance of literacy and nation's commitment to all aspects of education. □

IAEA makes a presentation on diagnostic study in Jharkhand

The Indian Adult Education Association (IAEA) was invited by the Jharkhand Education Project Council (JEPC) to present the framework of Diagnostic Study shortly to be sponsored by JEPC. The council is State Implementing Agency of Sarva Shiksha Abhiyan including National Programme for Girls at Elementary Level and Kasturba Gandhi Balika Vidyalaya.

IAEA is empanelled Agency for evaluation with Ministry of

HRD and has conducted 38 studies since 1999 of TLCs, PLPs, CE Programmes over 11 states and IAEA has also conducted an Utilization Study of ISRO Sponsored EDUSAT Programme by the Institution of Higher Learning in 10 States.

Shri SC Dua, Consultant, IAEA made a presentation before a committee at Ranchi on November 7, 2008. □

Setup National Research Mission - Pitroda

According to the National Knowledge Commission there is 85 percent growth in the number of doctorates in China between 1991 and 2001 but in the same period India has shown only 20 percent growth. Not more than one percent of those who complete Under-Graduate degrees in India opt for doctoral studies.

Shri Sam Pitroda, Chairman of the National Knowledge Commission in a letter to the Prime Minister has urged for a mission approach to draw students to research and academics against this dismal backdrop. Calling for a target to triple the research base in the country within the next twelve years, Shri Pitroda has recommended that a National Research Mission be established in the current Five Year Plan under the National Science and Engineering Research Board that will soon be setup. □

It is the birthright of every individual to receive atleast the basic education without which he cannot fully discharge his duties as a citizen.

– Maulana Abul Kalam Azad

6000 Model Schools at Block Level

The Cabinet Committee on Economic Affairs on November 6, 2008 gave its approval for setting up of 6000 Model Schools at the Block level. The centrally sponsored scheme will be implemented from the current financial year. In the first phase of the implementation 2500 model schools will be setup in

the educationally backward Blocks across the country. Setting up of schools will be the State Governments' responsibility, and each Model School will have infrastructure and facilities atleast of the standard as in the Kendriya Vidyalayas and with stipulations on pupil-teacher ratio, ICT

usage, holistic educational environment, appropriate curriculum and emphasis on output and outcome.

Financial requirement of setting up of these schools during the XI Five Year Plan will be Rs. 9321 crore of which the estimated central share will be Rs. 7457 crore. The sharing pattern will be in the ratio of 75:25 between the Centre and States. □

General Body Meeting of IAEA

Notice

The next meeting of the General Body of the Indian Adult Education Association will be held on December 21, 2008 at 9:30 a.m. in the Auditorium of Bhasha Bhawan, Shivaji University, Kolhapur, Maharashtra.

The agenda items for the meeting are:

1. Confirmation of the minutes of last meeting of the General Body held at Shegaon on December 6, 2007.
2. Adoption of the Report of the Association for the year 2007-08.
3. Adoption of the Audited Statement of Accounts of the Association for the year 2007-08.
4. Appointment of the Auditors for the year 2009-10.
5. Any other business with the permission of the chair.

Copies of the Report and Audited Statement of Accounts can be collected by the members at the office of the Fifty Seventh All India Adult Education Conference at Kolhapur from December 19, 2008 onwards.

All the Members of the General Body of Indian Adult Education Association are cordially invited to attend.

(Dr. Madan Singh)
General Secretary

Training on CE

The State Resource Centre, West Bengal organized a two day training programme on Continuing Education for the District Mass Education Officers on November 6-7, 2008 in collaboration with the State Directorate of Mass Education and Extension at National Institute of Technical Teachers Training and Research. Dr. V. Mohankumar, Director, IAEA was the Resource Person on November 7, 2008 and took two sessions on Monitoring and Evaluation. Shri J. Sundersekhar, IAS, Principal Secretary, Department of Mass Education and Extension and Library Services was the Chief Guest. □

Right to Education Bill in Parliament in December

The Union Cabinet has cleared the Right to Education Bill to make education a fundamental right for every child in the age-group 6-14 on October 30, 2008. It is slated to be introduced in Parliament in December. If it becomes law, it would empower the six year old 86th Constitution Amendment that made free and compulsory education a Fundamental Right. This Bill sets



down guidelines for States and the Centre' to execute and

these schools.

enforce this Right.

The total cost to enforce this Right would be Rs. 12,000 crore every year. Even private unaided schools would not be out of its ambit since 25 percent of seats would have to be reserved for poor children in the neighbourhood. On its part, the Centre would reimburse the cost to



“प्रौढ़ साहित्य सम्मान-2008” के लिए प्रविष्टियां/पुस्तकें आमंत्रित

प्रौढ़ साहित्य के रचनाकारों, प्रकाशकों तथा संस्थाओं के प्रोत्साहन हेतु भारतीय प्रौढ़ शिक्षा संघ, नई दिल्ली के तत्वाधान में “प्रौढ़ साहित्य सम्मान” देने का निर्णय लिया गया है। प्रौढ़ साहित्य सम्मान-2008 के लिए प्रकाशित मौलिक पुस्तकें आमंत्रित हैं। सम्मान के तहत रचनाकार को रू. 11,000/- (ग्यारह हजार रुपये), शॉल, सम्मान-प्रतीक, स्मृति चिन्ह तथा प्रशस्ति-पत्र प्रदान किया जाएगा।

रचनाकारों से आग्रह है कि इस

सम्मान हेतु अपनी श्रेष्ठ, स्वरचित एवं प्रकाशित पुस्तक जो 1999-2008 की समयावधि में प्रकाशित हुई हो, की चार प्रतियां भेजें। तीन प्रतियों पर लेखक/लेखिका के नाम पर चिप्पी लगा दें, ताकि कहीं भी पुस्तक में वह नाम दिखाई न दें।

इन तीन प्रतियों को अलग पैकेट में सील बंद कर दें। पैकेट पर गोपनीय - “प्रौढ़ साहित्य सम्मान वर्ष 2008” लिख दें। अन्य प्रति के साथ रचनाकार का संक्षिप्त परिचय भी लगा दें। इन दोनों पैकेटों- गोपनीय

“प्रौढ़-साहित्य सम्मान वर्ष 2008” तथा “पुस्तक और रचनाकार परिचय” को एक साथ लिफाफे में निम्न पते पर दिनांक 31.12.2008 तक भेजें। इसके पश्चात कोई प्रविष्टि स्वीकार नहीं की जाएगी। निर्णायकों का निर्णय अन्तिम एवं मान्य होगा।

डॉ. मदन सिंह

महासचिव

भारतीय प्रौढ़ शिक्षा संघ,

17-बी, इन्द्रप्रस्थ एस्टेट,

नई दिल्ली - 110002



No subject is of greater importance than that of education. It is the men and women in a country that make and build a Nation and it is education that is supposed to build those men and women.

— Pt. Jawaharlal Nehru

All India Adult Education Conference at Kolhapur

The Indian Adult Education Association in collaboration with Shivaji University, Kolhapur (Maharashtra) is organizing its **57th All India Adult Education Conference at Kolhapur from December 19 - 21, 2008.**

The theme of the Conference is **“Lifelong Learning – Opportunities and Challenges”**.

The venue of the Conference is the Auditorium of ‘Bhasha Bhawan’, Shivaji University. The stay arrangements for the participants have been made in the University Guest Houses and Teachers’ Quarters.

The Railway Board has already granted train concession of 25% in Second Class sleeper for the delegates of non-government organisations attending the Conference. The forms are available on request.

Delegation fee of Rs. 250/- and the subsidized boarding charges of Rs. 500/- is compulsorily for the delegates which should be remitted to the organizers (IAEA) on or before November 17, 2008 through a **Bank Draft drawn in favour of “Indian Adult Education Association” payable at New Delhi.**

Kolhapur can be reached by train/bus overnight from Mumbai, by bus in four hours from Pune. It is only 48 kms. from Miraj railway station. **Please note that Kolhapur railway station is now called Chhatrapati Sahuji Maharaj Terminus.** Members are advised to secure reservation for their return journey well in advance before proceeding to Kolhapur from their originating stations itself as it will be very difficult to seek rail reservation on arrival in Kolhapur.

All those who are associated with or interested in adult education are cordially invited to attend the Conference and send their confirmation to IAEA latest by November 17, 2008 and by endorsing a copy of the letter to Dr. Bhalba Vibhute, Director and Head, Department of Adult and Continuing Education & Extension Work, Shivaji University, Kolhapur – 416 004 (Maharashtra).

The contact numbers of Dr. Bhalba Vibhute are:

Tel. : 0231-2609150 / 2609151 (O)

Fax : 0231-2692203

Mobile : 09422580754

Digital Literacy Drive in Villages

The Rajasthan Knowledge Corporation has launched a Digital Literacy Campaign through an innovative model aimed at creating facilities for e-learning even in small villages. The network is proposed to be

setup throughout the state beginning with district and sub-divisional headquarters and going down to villages with a population of 2500 and above. The programme would help the youths in getting direct and

indirect employment, besides bridging the digital divide and fulfilling the manpower needs of a thriving software product business. □

शैक्षिक उपलब्धियों के मूल्यांकन की जरूरत है - राष्ट्रपति

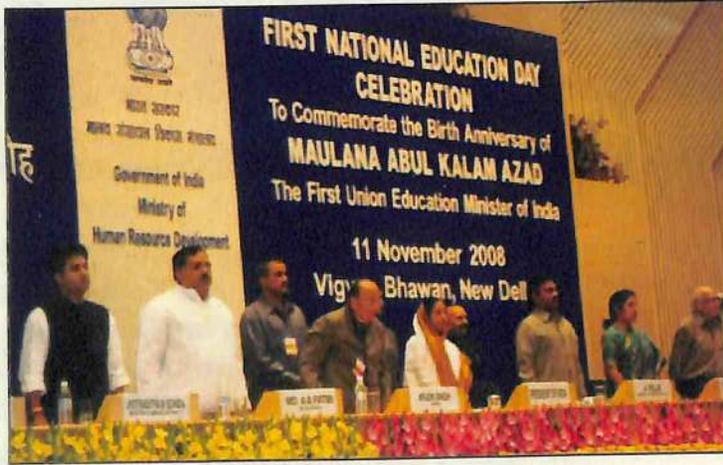
प्रथम राष्ट्रीय शिक्षा दिवस समारोह 11 नवम्बर, 2008 को विज्ञान भवन, नई दिल्ली में आयोजित किया गया। राष्ट्रपति श्रीमती प्रतिभा देवीसिंह पाटील इस समारोह की मुख्य अतिथि थीं। इस अवसर पर अपने अभिभाषण में श्रीमती पाटील ने कहा "आज एक

महान दूरदृष्टा, स्वतंत्रता सेनानी, विद्वान, धर्म निरपेक्ष और प्रख्यात शिक्षाविद् मौलाना अबुल कलाम आज़ाद की जयंती है। भारत के प्रथम शिक्षा मंत्री के रूप में उन्हें विश्वास था कि शिक्षा सामाजिक परिवर्तन का माध्यम है। उनकी एक स्पष्ट संकल्पना थी कि सभी को शिक्षा का अधिकार

मिलना चाहिए। इससे उनकी क्षमता बढ़ेगी और वे एक खुशहाल जीवन जी सकेंगे। शिक्षा के प्रति चहुंमुखी नजरिए ने उन्हें अखिल भारतीय तकनीकी शिक्षा परिषद और विश्वविद्यालय अनुदान आयोग जैसी उच्च संस्थाओं की स्थापना के लिए प्रेरित किया। यह उचित होगा कि हम भारत के इस महान सपूत के जन्म दिवस को आगे भी राष्ट्रीय शिक्षा दिवस के रूप में मनाएं। मैं इस प्रयास के लिए मानव संसाधन विकास मंत्रालय को बधाई देती हूँ।"

राष्ट्रपति ने कहा कि राष्ट्रीय शिक्षा दिवस के आयोजन का उद्देश्य हमारी

शैक्षिक संस्थाओं को मजबूत बनाने और शिक्षा के स्तर को ऊंचा उठाने का होना चाहिए। यह स्वतंत्र भारत की शिक्षा प्रणाली में मौलाना आज़ाद के योगदान को याद करने और इस क्षेत्र में हमारे वर्तमान कार्यों का मूल्यांकन करने का अवसर है।



इसलिए आज के दिन शिक्षा से जुड़े सभी भागीदारों को विश्व में एक ज्ञानपूर्ण समाज के रूप में, भारत की प्रतिष्ठा बढ़ाने और देशवासियों को शिक्षित करने के तरीके ढूंढने पर ध्यान देना चाहिए।

श्रीमती पाटील ने कहा, "ज्ञान और उच्च प्रौद्योगिकी की प्रधानता वाले इस आधुनिक युग में, शिक्षा प्रणाली के समक्ष असली चुनौती एक ऐसा मानव संसाधन विकसित करने की है जो नए अवसरों का लाभ उठा सके और जो नई चुनौतियों का सामना कर सके। हमारी शिक्षा व्यवस्था को तेजी से हो रहे बदलावों के अनुरूप

स्वयं को ढालने में सक्षम होना चाहिए।" इस अवसर पर उन्होंने शिक्षा के समावेशी होने पर बल दिया और कहा कि ऐसे प्रयास किए जाने चाहिए जिससे समाज के कमजोर वर्गों तक इसके लाभ पहुंच सकें।

श्रीमती पाटील ने कहा, "सर्व शिक्षा अभियान कार्यक्रम के अंतर्गत, हमने 6 वर्ष से 14 वर्ष की आयु वाले बच्चों को शिक्षा प्रदान करने की दिशा में एक महत्वपूर्ण कदम उठाया है। इस कार्यक्रम की सफलता के लिए जरूरी होगा कि शिक्षा की गुणवत्ता पर ध्यान दिया जाए और देश की अनेकता के प्रति

सहिष्णुता व सम्मान की हमारी प्राचीन राष्ट्रीय परंपरा पर बल दिया जाए।

इसके अलावा, प्राथमिक स्तर पर, बालिका शिक्षा हेतु राष्ट्रीय कार्यक्रम, कस्तूरबा गांधी बालिका विद्यालय योजना और प्राथमिक शिक्षा स्तर पर सभी बच्चों के लिए दोपहर के भोजन की योजना सभी को शिक्षा प्रदान करने की दिशा में प्रमुख प्रयास हैं। राष्ट्र को गर्व है कि सहस्राब्दि विकास लक्ष्यों के अंतर्गत, यूनेस्को की ग्लोबल मॉनिटरिंग रिपोर्ट-2008 में भारत को उन 28 देशों में शामिल किया गया है, जहां 2015 तक सभी को प्राथमिक

शेष अगले पृष्ठ पर

महेन्द्र प्रताप जोशी को पी.एच.डी.



भारतीय प्रौढ़ शिक्षा संघ के आजीवन सदस्य श्री महेन्द्र प्रताप जोशी को कुमाऊं विश्वविद्यालय, नैनिताल (उत्तराखण्ड) द्वारा "साक्षरता कार्यक्रमों का प्रौढ़ लाभार्थियों के जीवन की गुणवत्ता पर प्रभाव" शीर्षक विषय पर पी.एच.डी. की उपाधि प्रदान की गई। यह शोध श्री जोशी ने डा. (श्रीमती) विजया रानी ढोंडियाल, प्रोफेसर, शिक्षा विभाग के मार्गदर्शन में किया है।



“हम किसी भी धर्म के क्यों न हों, भारत की सभी संताने एक जैसी हैं, और उनके अधिकार और जिम्मेदारियां भी एक जैसी हैं। हम सांप्रदायिकता और संकीर्ण मानसिकता को बढ़ावा नहीं दे सकते। क्योंकि जिस देश के लोगों के विचारों और कार्यों में संकीर्णता हो, वह देश महान नहीं हो सकता।”

- जवाहरलाल नेहरू

कुलपतियों एवं केन्द्रीय शिक्षा संस्थानों के निदेशकों का सम्मेलन

विगत 10 नवम्बर 2008 को विज्ञान भवन, नई दिल्ली में कुलपतियों एवं केन्द्रीय संस्थानों के निदेशकों का सम्मेलन आयोजित किया गया। सम्मेलन का उद्घाटन मानव संसाधन विकास मंत्री श्री अर्जुन सिंह ने किया। इस अवसर पर मानव संसाधन विकास राज्यमंत्री (उच्च शिक्षा) श्रीमती डी. पुरंदेश्वरी, सचिव, (उच्च शिक्षा) श्री आर. पी. अग्रवाल, यूजीसी के अध्यक्ष श्री सुखदेव थोरट तथा अनेक जाने-माने शिक्षाविद् उपस्थित थे। सम्मेलन का आयोजन "राष्ट्रीय शिक्षा दिवस" की पूर्व संध्या पर किया गया।

अपने उद्घाटन भाषण में श्री अर्जुन सिंह ने उम्मीद जताई कि इस विचार-विमर्श से सभी को समानता, समेकितता तथा दक्षता के साथ उच्च शिक्षा देने के लक्ष्य को पूरा करने की दिशा में समग्र प्रतिबद्धता को नई शक्ति मिलेगी। श्री सिंह ने कहा कि समानता का सिद्धांत न केवल सभी को अस्तित्व बनाये रखने का अधिकार देता है बल्कि फूलने-फलने का भी

पिछले पृष्ठ से
शैक्षिक उपलब्धियों के मूल्यांकन ...

शिक्षा प्रदान करने की अच्छी संभावनाएं हैं।”

इस अवसर पर राष्ट्रपति ने नेशनल बुक ट्रस्ट द्वारा मौलान आज़ाद पर प्रकाशित पुस्तकों के एक सेट और

अधिकार प्रदान करता है। उन्होंने अल्पसंख्यकों की शिक्षा पर विशेष ध्यान देने की आवश्यकता पर जोर दिया। मानव संसाधन विकास मंत्री ने सभी केन्द्रीय विश्वविद्यालयों एवं संस्थानों द्वारा ईमानदारी से वित्तीय अनुशासन अपनाने की आवश्यकता पर भी जोर दिया तथा धन का सर्वोत्तम उपयोग सुनिश्चित करने की बात कही। उन्होंने उम्मीद जताई कि शैक्षिक संस्थान एवं मानव संसाधन विकास मंत्रालय वंचित समूहों की उच्च गुणवत्ता वाली शिक्षा तक पहुंच सुनिश्चित कराने में सक्षम होंगे।

श्रीमती डी. पुरनदेश्वरी ने समापन संबोधन के दौरान उच्चतर शिक्षा पद्धति की नियमित नौकरियों में भी निपुणता की आवश्यकता पर जोर दिया। सांघ्याकालीन सत्र में "ग्यारहवीं योजना में उच्चतर शिक्षा से संबंधित मुद्दों" पर सामूहिक चर्चा की गई। इसमें श्री आर.पी. अग्रवाल, प्रो. सुखदेव थोरट, प्रो. गोवर्धन मेहता तथा प्रो. ए. ज्ञानन ने भाग लिया।



डाक विभाग द्वारा प्रकाशित विशेष आवरण का विमोचन भी किया और कहा "मुझे विश्वास है कि विशेष आवरण और ये पुस्तकें मौलाना आज़ाद का संदेश फैलाने में हमारी मदद करेंगी और देश के युवा वर्ग के लिए प्रेरणा का स्रोत बनेंगी।”



National Council on Nutrition Formed

The Government of India has setup National Council on India's Nutrition Challenges, a consultative body on the country's nutritional policy headed by the Prime Minister. The council is expected to provide policy directions to address India's nutritional challenges through coordination of inter-sectoral departments and review programmes for nutrition on a quarterly basis.

The members on the panel include Union Minister of Human Resource Development, Shri

Arjun Singh, Minister for Agriculture, Shri Sharad Pawar, Minister of Finance, Shri P. Chidambaram, Minister of Health and Family Welfare, Dr. A. Ramadoss, Minister for Women and Child Development, Smt. Renuka Choudhary, Minister for Rural Development, Shri Raghuvansh Prasad Singh, Minister for Urban Development, Shri Jaipal Reddy, Minister for Panchayati Raj, Shri Mani Shankar Aiyar and Minister holding the charge of Information and Broadcasting. The other

members of the council are Shri Sachin Pilot, Member of Parliament, Dr. Arun Gupta from Breastfeeding Promotion Network of India, Smt. Prema Ramachandran, Director, Nutrition Foundation of India and Dr. Rohini Nayyar.

The council is expected to tackle the problem of under-nutrition that is amongst the highest in the world and nearly double that of sub-Saharan Africa. □

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International community must work with marginalized populations

– Unesco Director-General

As we begin the second half of the United Nations Literacy Decade, the international community must seek new ways to work with marginalized populations for whom traditional approaches have proved ineffective" said Unesco Director-General, Koichiro Matsuura.

According to a United Nations Report Global literacy rates continue to rise but some regions are still lagging sharply behind in the campaign to ensure that everyone can read and write.

The report of the Unesco says the world literacy rate should reach almost 87 percent by 2015. The number of illiterate adults has also fallen by nearly 100 million in the past 15 years. But the report released at the halfway mark of UN literacy decade (2003-

2012) notes that certain regions, particularly south and west Asia and sub-Saharan Africa, are struggling to keep up with progress elsewhere and called for new strategies to improve literacy rates in those parts of the world.

While the period of 2000-06 pushed the global literacy rate up from 76 percent to 83.6 percent, Unesco said such figures mask considerable regional disparities.

Several initiatives have been undertaken by the UN agency to boost the promotion of literacy, including three plans to improve the management and adaptability of literacy programmes and a series of regional and sub-regional conferences in 2007 and 2008 which gave new momentum to policy focus on literacy.

Celebration of IAEA Foundation Day

The Indian Adult Education Association was established on December 2, 1939. However, it was registered under Societies Registration Act on May 15, 1947. This year the Association completed 69 years of its existence. In order to mark the Foundation Day, a meeting was held in the office of IAEA on December 2, 2008 which was presided over by Shri K.C. Choudhary, President, IAEA. In his address, the President recalled the glory of the institution and the eventful years it has completed. He has also paid rich tributes to those visionaries who came together to establish the Association. He has requested all the staff members to feel pride to work in such an institution which has a long history of success.

Dr. Madan Singh, General Secretary, IAEA while endorsing the sentiments expressed by the President, requested the members of the staff to equip themselves with more academic excellence in tune with the change of time and policies of the field of education. He desired everyone to inculcate the habit of reading and writing so that they progress academically.

Dr. V. Mohankumar, Director, IAEA extended thanks to all those who have steered the institution to progress and assured the President and General Secretary that the members of the staff are ready to shoulder any responsibility for the sake of the institution.

Ph.D. Degree Awarded

Shri Deepak Singh, former Assistant Professor, Faculty of Management, Debub University, Awassa, Ethiopia and currently Assistant Professor & Head, (Marketing), Integrated Academy of Management and



Technology, Ghaziabad, Uttar Pradesh has been awarded Ph.D. in Management by the Vikram University, Ujjain, Madhya Pradesh. Shri Singh completed his Ph.D. under the guidance of Prof. Nageshwar Rao, Former Director, Pandit Jawahar Lal Nehru Institute of Business Management and Dean, Faculty of Management, Vikram University, Ujjain, Madhya Pradesh and currently Vice Chancellor, Uttar Pradesh Rajarshi Purshottam Das Tandon Open University, Allahabad. The topic of Dissertation was 'A Study on the Satisfaction of Foreign Tourists with Heritage Sites.'

Shri Deepak Singh is Life Member of Indian Adult Education Association, New Delhi and son of Dr. Madan Singh, General Secretary, IAEA, New Delhi.

All India Adult Education Conference

Indian Adult Education Association is organizing the 57th All India Adult Education Conference at Kolhapur, Maharashtra from December 19-21, 2008 in collaboration with the Department of Adult and Continuing Education and Extension Work, Shivaji University, Kolhapur. The theme of the Conference is 'Lifelong Learning Opportunities and Challenges'.

The conference will be inaugurated by Prof. M.M. Salunkhe, Vice Chancellor, Shivaji University. Shri Bhaskar Chatterjee, Principal Adviser, Planning Commission, Govt. of India will be the Chief Guest. Prof. B.S. Garg, Patron, IAEA and Chancellor, JRN Rajasthan Vidyapeeth (Deemed University), Udaipur will also address the gathering. Shri K.C. Choudhary, President, IAEA will welcome the guests and the delegates.

There will be three plenary sessions. In the first plenary, the keynote address will be delivered by Prof. S.Y. Shah, Vice President, IAEA and Professor, Group of Adult Education, Jawaharlal Nehru University, New Delhi which will be followed by the presentation of theme paper by Prof. B.B. Mohanty, Convener, Orissa State Branch of IAEA and former Professor, Indian Institute of Mass Communication, New Delhi, former Resident Director, Indian Institute of Mass Communication, Dhenkanal, Orissa.

Plenary two and three will be devoted to presentation of papers followed by discussion.

There will be seven special interest groups which will work on the following topics:

GROUP - I

Role of NGOs in Adult Literacy Programmes

GROUP - II

Role of University Departments of Adult Continuing Education and Extension as Side Support Agencies to Adult Literacy Programmes

GROUP - III

Open Learning System for Equivalency Programmes

GROUP - IV

Sustainability of Continuing Education Programmes

GROUP - V

Role of Panchayati Raj Institutions in Monitoring Continuing Education Programmes

GROUP - VI

Literacy/Educational Needs of Minority Communities

GROUP - VII

Quality Reading Material for Neo-literates and Beneficiaries of Continuing Education Programme.

The valedictory address will be given by Prof. B.S. Garg, Patron, IAEA. Prof. Bhalba Vibhute, Director & Head, Department of Adult and Continuing Education and Extension Work, Shivaji University will also address the participants. This session will be presided over by Shri K.C. Choudhary, President, IAEA.

Dr. Madan Singh, General Secretary, IAEA will give vote of thanks both in the inaugural and valedictory sessions.

According to Unesco Report, 75 percent of the 774 million illiterate adults live in only 15 countries including Bangladesh, Brazil, China, India and Nigeria. In some sub-Saharan African countries, the number of non-literate adults has increased in recent years by approximately 30 million.

Dr. K. Sivadasan Pillai Foundation Inaugurated

In memory of Dr. K. Sivadasan Pillai, the veteran educationist, adult educator and social reformer instituted Dr. K. Sivadasan Pillai Foundation for Educational Research and Development (SPFERD) in Thiruvananthapuram. An initiative materialized from the educationists, students, colleagues and well-wishers in the field of education.

The foundation was formally inaugurated by Shri Panyan Raveendran, MP on Dr. Pillai's first death anniversary on November 8, 2008 at the Kerala Hindi Prachara Sabha Auditorium, Thiruvananthapuram. Shri A. Prabhakaran, former Director, SIET and Programme Executive, AIR (Retd.) chaired the session. On this occasion Dr. K. Sivarajan, Principal, University Teacher Education Centre, Calicut (a student of Dr. Pillai) also spoke.

Shri Palode Ravi, Executive Committee Member NLMA and Ex. MLA released the logo of the foundation.

Dr. V.M. Sasi Kumar, Executive Director, SPFERD, Dr.

Market economy killing academic profession - Sam Pitroda

National Knowledge Commission Chairman Shri Sam Pitroda in a separate communication to the Prime Minister has said that the shortage of research scholars will hinder India's progress as a knowledge economy, with the market economy devaluing the academic profession. According to him there is already a severe shortage of well trained young doctorates to fill existing posts in research institutes and universities. This problem is likely to be even more acute in the envisaged

elite new universities. One of the causalities of the expanding market economy has been the devaluation of the academic profession and this is now seriously affecting the desirability of this profession.

Supplementary nutrition to adolescent girls

According to Govt. estimates school dropout rate among girls is as high as 50 percent. Out of every 100 girls that enroll in class one, 50 girls dropout by class VIII. The highest dropout of children is between class V and class VIII.

At present the Ministry of Women and Child Development provides supplementary nutrition to children below the age of six years under Integrated Child Development Scheme (ICDS). An ambitious project with an estimated budget of 3000 crores will target girls between the ages of 12-15 years.

N.A. Karim, Dr. A. Sukumaran Nair, Dr. C. P. Aravindakshan, Adv. Nafeesath Beevi, Prof. K. Jacob Mathew, Dr. C.P. Sreekantan Nair, Shri Kesavan Nair and Dr. Y. Benedict were present in the inaugural function.

Ms. Sandhya M.S of St. Joseph's Traomomg College for Women, Ernakulam bagged the first prize in the essay competition on 'Contemporary Relevance of Lifelong Learning' conducted by the Foundation for the teacher trainees in Kerala.

Findings of Evaluation Studies- Suggestions to Improve CEP in Rajasthan

IAEA conducted evaluation of Continuing Education Programmes (CEP) in Bharatpur, Sri Ganganagar and Churu. Based on the findings of the studies some of the suggestions emerged with regard to improvement in the programme. They are:

Physical/Personnel

- Separate Building with atleast two to three rooms and toilet facilities should be provided for CE Centres. Gram Panchayats can provide free land for this purpose.
- TV and Computer should be provided in each CEC/NCEC.
- Sports and Cultural equipments supplied to the Centres have become old. Hence, they need to be replaced apart from supply of new equipments.
- One or two Sewing Machines should be provided to each CEC/NCEC as most of the women want to learn cutting-tailoring.
- Prerak and Assistant Prerak should be appointed at each CEC/NCEC. They need to be oriented and trained frequently.
- More books on different subjects of interest need to be provided to the libraries of CECs/NCECs.
- At least two local Newspapers and a few periodicals should be supplied for the Reading Rooms.
- To develop reading habits and to create interest in reading books "Jan Wachan Programme" should provide books on different subjects in centres so that they are

exchanged with each other.

- Preraks/Nodal Preraks are the backbone of CE Programme. Timely payment of honorarium is the urgent need to sustain their interest in running the Centres.

- Prize should be given to learners who have read maximum number of books in CEC library.

Target Specific Programmes.

- For conducting equivalency programme and for mopping up, a volunteer teacher should be available at each CEC/NCEC as the Prerak and Assistant Prerak are busy in other activities of the Centre.
- Provision should also be made for supply of books and other teaching/learning material to the learners of equivalency programmes.
- Local specific and relevant vocational training programmes should be organized for the learners/beneficiaries to enable them to generate income and improve their quality of life.
- It is necessary to arrange/coordinate to market the products produced by the trainees of the vocational programmes.
- There is a need for the services of the Jan Sikshan Sansthan in each district to provide skill training on various vocational trades.
- More and more Quality of Life Improvement Programmes need to be organized so as to make the CECs/NCECs source of improvement in the quality of life of the people in the villages.

Availability of Timely and Adequate Funds

- Funding of CE programmes should be improved. Availability of timely and adequate funds for facilities in CECs/NCECs and for implementation of Target

Specific Programmes including Vocational training need to be ensured.

- For sustainability of the CE/NCE Centres, it is essential that NLM continues to finance the programme at least for another five years i.e. during the XI Five Year Plan period.

भारतीय प्रौढ़ शिक्षा संघ का स्थापना दिवस

भारतीय प्रौढ़ शिक्षा संघ का औपचारिक पंजीकरण तो 15 मई 1947 में हुआ लेकिन इसकी स्थापना उससे बहुत पहले ही हो चुकी थीं वस्तुतः संघ 2 दिसम्बर 1939 को अपने अस्तित्व में आया इस प्रकार प्रौढ़ शिक्षा संघ ने अपने सक्रिय अस्तित्व के 69 वर्ष पूरे कर लिये हैं संघ के कार्यकर्ताओं ने संघ के स्थापना दिवस के अवसर पर 2 दिसम्बर 2008 को अपने नई दिल्ली स्थित प्रधान कार्यालय में एक विशेष बैठक का आयोजन किया बैठक की अध्यक्षता संघ के अध्यक्ष श्री कैलाश चौधरी ने की इस अवसर पर श्री चौधरी ने संस्थान के गौरवमयी अतीत को याद किया साथ ही उन्होंने उन महान व्यक्तियों को जिनके हाथों संघ ने अपने उपलब्धियों भरे 69 वर्ष पूरे किये, अपने श्रद्धा सुमन अर्पित किये अध्यक्ष महोदय ने सभी कार्यकर्ताओं से कहा कि संघ के ऐतिहासिक उपलब्धियों पर हम सभी कार्यकर्ताओं को गर्व होना चाहिए

संघ के महासचिव डॉ० मदन सिंह ने अध्यक्ष द्वारा व्यक्त विचारों की संतुति करते हुए कहा कि समय और संदर्भ तेजी से बदल रहे हैं हम सभी कार्यकर्ताओं को बदले परिवेश के साथ अपनी योग्यताओं में भी अनुरूप बढ़ोतरी करनी होगी हमें अपनी शैक्षिक योग्यताओं को बढ़ाना होगा एवं अन्य दक्षताएं हांसिल करनी होंगी तभी हम अपने कार्य को सुचारु ढंग से कर पायेंगे और संघ द्वारा अर्जित ऐतिहासिक उपलब्धियों के सिलसिले को निरंतर रख पायेंगे

इस अवसर पर संघ के निदेशक डॉ० वी मोहनकुमार ने अध्यक्ष एवं महासचिव महोदय को भरोसा दिलाया कि संघ के उत्कर्ष के लिए आप जो भी कार्य सौंपेंगे हम सभी कार्यकर्ता उसे निष्ठापूर्वक पूरा करेंगे

Announcement for the 4th Batch of Erasmus Mundus Scholarship, Masters in Lifelong Learning: Policy and Management

The European Union announces scholarship for highly qualified scholars for the Masters in Lifelong Learning: Policy & Management, offered by three of Europe's leading institutions in educational research: The Danish School of Education, University of Aarhus, the Institute of Education, University of London and the University of Deusto, Bilbao (Spain).

The programme is based around a series of modules, focusing on either policy or management. Scholars begin the course in either Denmark or the UK (two semesters), and all scholars will spend their third semester in Spain. Scholars may choose at which of the three institutions they will spend their fourth semester while writing their dissertation. This Master's Course aims to train professionals to design

and develop educational policies concerned with Lifelong Learning (LLL). Graduates of this Course will be able to promote innovative LLL systems that are suited to the social and organisational context in which they are undertaken.

Scholars will develop the competences required to mediate between the educational community and the needs of the local environment. They will learn to advise organisations on the planning, implementation, evaluation, supervision, and control of training mechanisms in LLL. The Course will develop the scholars' familiarity with the theories, methods and perspectives of comparative education, learning, and LLL. They will also develop systemic competences related to management, quality, creativity and leadership.

The language of

instruction is English. Scholars are awarded a joint degree which is recognised by all consortium partners. Applicants to the Master's Course must have a good first degree (in the humanities or social sciences) or an equivalent qualification, and a satisfactory level of spoken and written English.

For each scholar the scholarship amounts to 21,000 Euro per academic year. This includes 10 monthly grants of 1,600 Euro and a fixed amount of 5,000 Euro for fees, travel expenses, relocation costs, etc. For courses lasting two years, the scholar receives i.e. 42,000 Euro.

The deadline for application is 31 December 2008. For further information contact Sanjeev Roy, Senior Advisor Institute for Education Business & Culture sr@iebc.eu.

57वां अखिल भारतीय प्रौढ़ शिक्षा सम्मेलन

भारतीय प्रौढ़ शिक्षा संघ के तत्वाधान में आगामी 19 से 21 दिसम्बर 2008 को महाराष्ट्र के कोल्हापुर शहर में 57वां अखिल भारतीय प्रौढ़ शिक्षा सम्मेलन आयोजित किया जायेगा इस सम्मेलन का आयोजन कोल्हापुर अवस्थित शिवाजी विश्वविद्यालय के प्रौढ़ और सतत शिक्षा तथा विस्तार कार्य विभाग के सहयोग से किया जायेगा सम्मेलन का मुख्य विषय - 'आजीवन शिक्षा-संभावनाएं एवं चुनौतियां' हैं

सम्मेलन का उदघाटन शिवाजी विश्वविद्यालय के कुलपति प्रोफेसर एम.एम. सालूंखे द्वारा किया जायेगा योजना आयोग, भारत सरकार के मुख्य सलाहकार श्री भास्कर चटर्जी इस सम्मेलन के मुख्य अतिथि होंगे सम्मेलन को भारतीय प्रौढ़ शिक्षा संघ के संरक्षक तथा जर्नादन राय नागर राजस्थान विद्यापीठ, उदयपुर के कुलाधिपति प्रोफेसर बी. एस. गर्ग भी संबोधित करेंगे भारतीय प्रौढ़ शिक्षा संघ के अध्यक्ष श्री कैलाश चौधरी इस अवसर पर सम्माननीय अतिथियों एवं देशभर से आये प्रतिनिधियों का स्वागत करेंगे

सम्मेलन के दौरान तीन विशेष चर्चा सत्र भी आयोजित किये जायेंगे पहले सत्र का प्रमुख आलेख भारतीय प्रौढ़ शिक्षा संघ के उपाध्यक्ष तथा जवाहर लाल नेहरू विश्वविद्यालय नई दिल्ली में प्रौढ़ शिक्षा समूह के प्रोफेसर एस. वाई. शाह द्वारा प्रस्तुत किया जायेगा इसके उपरान्त भारतीय प्रौढ़ शिक्षा संघ की उड़ीसा शाखा के संयोजक तथा इंडियन इन्स्टीट्यूट ऑफ मास कम्युनिकेशन नई दिल्ली के पूर्व प्राध्यापक प्रोफेसर बी.बी. मोहन्ती अपना आलेख पढ़ेंगे अगले दो सत्र सम्मेलन के दौरान प्रस्तुत अन्य शोध पत्रों पर चर्चा हेतु समर्पित होंगे सम्मेलन के दौरान विशेष महत्वां पर गठित सात समूह भी सामूहिक चर्चा करेंगे

Literacy and Population Education Newsletter

This bi-monthly Newsletter for the November-December 2008 contains news items regarding teenage pregnancies in India, UK and US, effect of malnutrition on learning

of children, alcoholism among school going adolescents in India and HIV/AIDS reversal strategies for India and also HIV/AIDS in Rajasthan.

Indian Journal of Population Education

The 43rd issue of Indian Journal of Population Education for the quarter October-December 2008 contains the following articles:

"HIV/AIDS Education by Jan Shikshan Sansthan" written by Dr. V Mohankumar. This article analyses HIV/AIDS Education undertaken by selected Jan Shikshan Sansthan in various cities/towns of India. The article also discusses status of HIV/AIDS in India, factors of vulnerability of youth and HIV/AIDS Education in literacy programmes.

"Strategies for Promotion of Family Planning as Viewed by Mandal Resource Persons" written by Dr. P.A. Reddy and G. Hussain Reddy. In this article the authors could find the opinion of the Mandal Resource Persons working for adult education on the subject and draw effective strategy of propagation of family planning programmes.

"Effective Communication With Special Emphasis on Interpersonal Communication for

Behaviour Change" written by Dr. T Mathiyazhagan, Deoki Nandan, Lakhan Lal Meena and Ramesh Chand discusses in detail effective communication with special emphasis on interpersonal communication for behaviour change.

"Attitude of the Youth Towards Sexuality" written by Dr. K Devan brings out the significant difference of opinion with regard to the attitude towards HIV/AIDS based on the marital status, religion, occupation, sex, age, etc.

"Information Needs of Rural Women Regarding Reproductive Health : A Study in Sivasagar District of Assam" written by Dr. Avani Maniar and Ms. Kasturi Das.

"Welcoming the Girl Child and Improving Sex Ratio in Punjab" written by Dr. Dazy Zarabi gives a detailed account of the awareness generation programme among the village community to sensitize them towards gender issues.



I am deeply committed to the cause of education and would like to see every person, man and woman, boy and girl, be touched by the light of modern education. Empowerment of women is particularly important to me as I believe this leads to the empowerment of the nation.

– Smt. Pratibha Devisingh Patil



Education is a liberating force, and in our age it is also a democratising force, cutting across the barriers of caste and class, smoothing out inequalities imposed by birth and other circumstances.

– Indira Gandhi

General Body Meeting of IAEA

Notice

The next meeting of the General Body of the Indian Adult Education Association will be held on December 21, 2008 at 9:30 a.m. in the Auditorium of Bhasha Bhawan, Shivaji University, Kolhapur, Maharashtra. The agenda items for the meeting:

1. Confirmation of the minutes of last meeting of the General Body held at Shegaon on December 6, 2007.
2. Adoption of the Report of the Association for the year 2007-08.
3. Adoption of the Audited Statement of Accounts of the Association for the year 2007-08.
4. Appointment of the Auditors for the year 2009-10.
5. Any other business with the permission of the chair.

Copies of the Report and Audited Statement of Accounts can be collected by the members at the office of the Fifty Seventh All India Adult Education Conference at Kolhapur from December 19, 2008 onwards.

All the Members of the General Body of Indian Adult Education Association are cordially invited to attend.

(Dr. Madan Singh)
General Secretary

If our country is to progress, we must maintain high educational standards, and this is only possible if malpractices in examinations in educational institutions are curbed with iron hand.

Supreme Court Judges
Altamas Kabir and Markandey Katju

India in bottom 20 countries for gender equality

According to a study conducted by World Economic Forum to measure the gender equality around the world has placed India 113th out of 130 countries, in the bottom 20, behind, shockingly, countries such as Bangladesh and United Arab Emirates. The rankings, which were topped by Norway, are based on how much progress nations have made in the area of jobs, education, politics and health as a measure of gender parity. While India has scored remarkably well in the area of political empowerment-owing, perhaps, to reservations for women in village panchayats. In the areas of economic participation and health and survival, Indian women are worse off than just about all of their counterparts.

Indian Journal of Adult Education

The 69th Volume (No.4) of Indian Journal of Adult Education for the quarter October-December 2008 contains the following articles:

"Stories for Building Life Skills of Neo-Literates" written by Dr. Mridula Beth.

"Growth of Literacy in India 1981-2001 and its Projection for 2011" written by Shri Prem Chand.

"Extension and Field Outreach in the Higher Education System : A Critical Analysis" by Dr. Rajesh and

Dr. V.K. Dixit.

■ "Freirean Concept of Education for Liberation in the Third World Context" written by Dr. Madan Singh.

■ "Status of Female Literacy in Manipur" written by Dr. Soubam Kiran Singh.

■ "Factors Associated with the Knowledge of Environmental Issues Among Continuing Education

Preraks" written by Dr. D. Uma Devi

■ "Community Participation in

Alternative and Innovative Schooling Evidences from Kerala" written by Dr. K. Giresan.

■ "Training for Adult Education Functionaries in India" written by Dr. V. Mohankumar.

■ "Accelerating and Retarding Factors of Literacy in Andhra Pradesh, Bihar and Madhya Pradesh" written by Dr. Indushekhar Jha and Dr. Yogendra Lal Das.

■ "Book Review" by Dr. J.P. Dubey.

Mid-term Review Meeting of JSS

A two-day Review Meeting of Jan Shikshan Sansthan located in eight states - Bihar, Chandigarh, Delhi, Jammu & Kashmir, Punjab, Rajasthan, Uttarakhand and Uttar Pradesh was held at International Centre, CSJM University, Kanpur and then Vice-Chairperson of JSS, Kanpur presided. The review was conducted by a team of officers from the Ministry of Human Resource Development, Department of School Education and Literacy and Directorate of Adult Education, Govt. of India



Kanpur on November 26-27, 2008. The programme was organized by the Directorate of Adult Education, New Delhi in collaboration with Jan Shikshan Sansthan, Kanpur. In all 74 Directors participated.

The programme was inaugurated by Prof. Harsh Kumar Sehgal, Vice-Chancellor, CSJM University, Kanpur. Dr. Asha Rani Rai, Principal, KVMM Post Graduate

which included Shri S.P.S. Sangwan, Deputy Secretary, Shri S.N. Gupta, Deputy Secretary and Shri V.K. Sharma, Under Secretary, Dr. R.K. Bhatt, Director, DAE and Shri S. Ramkrishna, Joint Director, DAE. Shri Bal Krishna Dubey, Special Secretary, Govt. of Uttar Pradesh who is holding additional charge as Director, SRC, Lucknow was also present.

National Seminar on 'Lifelong Learning' held

A national seminar on 'Lifelong Learning' was organized in connection with the first death anniversary of Dr. K. Sivadasan Pillai on November 8, 2008 at Kerala Hindi Prachar Sabha, Thiruvananthapuram.

An exhibition of photographs of moments in Dr. Pillai's life was also organized in the premises.

Smt. Padma Ramachandran, former Chief Secretary, Govt. of Kerala presented the theme "Lifelong learning - A global perspective". The discussion was initiated by Dr. G. Sarachandraraj and Dr. Theresa Soosan. Dr. M.S. Geetha welcomed the guests and Dr. N.B. Suresh Kumar delivered the vote of thanks.

The theme 'Open Distance Learning' was presented by Dr. V. Reghu, Faculty Head, RGNID, Chennai in the second session. Dr. K. Sivarajan chaired the session. Dr. G. Valsala welcomed the dignitaries and Dr. M. Vijayakumari proposed the vote of thanks.

Dr. M.G. Sasi-bhooshan, former Director, KSLMA chaired the valedictory session. Shri R. Ramachandran Nair, former Chief Secretary, Govt. of Kerala was the Chief Guest. Dr. A. Muralidharan Thampi, Dr. T. Sundaresan Nair, Dr. A.R. Supriya, Shri R. Gopakumar and Dr. Y. Shahul Hameed participated in the function. Dr. G. Suresh Kumar welcomed the gathering and S. Harish Kumar proposed the vote of thanks.

