





## INDIAN ADULT EDUCATION ASSOCIATION

### Fifty-Seventh All India Adult Education Conference



The Fifty-Seventh All India Adult Education Conference was organized at Kolhapur, Maharashtra from December 1, 2008 in collaboration with the Department of Adult and Continuing Education and Extension Work, Shivaji University. The conference was held in the auditorium of Sha Bhavan, Shivaji University. The inauguration was presided over by the Chief Guest.



Theme: "Opportunities and Challenges". Inauguration was held on December 1, 2008. 7 participants from 21 States - Andhra Pradesh, Assam, Bihar, Chhattisgarh, Delhi, Gujarat, Jammu & Kashmir, Karnataka, Madhya Pradesh, Maharashtra, Meghalaya, Nagaland, Orissa, Punjab, Tamil Nadu, Uttar Pradesh, West Bengal and West Bengal attended the conference. The academic sessions were inaugurated by Prof. M.M. Salunkhe, Vice Chancellor, Shivaji University, Kolhapur.



The inaugural session started with the lighting of ceremonial lamp by the

Chief Guest. The Chief Guest and other dignitaries were welcomed with flowers and the sacred 'Khata' brought from H.H. Dalai Lama's Tibet Monastery, Bodh Gaya by Shri A.H. Khan, Vice President, Indian Adult Education Association (IAEA).

On behalf of Shivaji University, Dr. Bhalba Vibhute, Director & Head, Department of Adult and Continuing Education and Extension Work, Shivaji University welcomed the Chief Guest, other guests, invited audience and delegates. Dr. V. Mohankumar, Director, Indian Adult Education Association extended a warm welcome to all on behalf of IAEA.

Prof. M.M. Salunkhe, Vice Chancellor, Shivaji University in his inaugural address said that Shivaji University established in 1962 is serving for the cause of downtrodden and backward sections of the society for long. In its 46 years of existence, the University has made substantial progress in various areas with the financial assistance from leading scientific organizations. He also said that the University is providing not only educational needs for the students but also the economic development of the area covered by the University. Prof. Salunkhe explained in detail various activities being carried out by the



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INDIAN ADULT EDUCATION ASSOCIATION

wishes all the readers a very

*"Happy and Prosperous New Year 2009"*

Choose the highest ideal and live your life upto that. Look at the "ocean" and not at the wave.

- Swami Vivekananda  
(Swamiji's birthday on January 12th is celebrated as National Youth Day)

Department of Adult and Continuing Education and Extension Work of his University, which is celebrating its Silver Jubilee Year and appreciated its useful services to the students and community.

Smt. Shobhana Ranade, a veteran social worker and the Guest of Honour in the inaugural function while presenting her paper on Literacy to Change Today's World narrated a few of her experiences in life which made her to devote more attention to women literacy and child development through the programmes of All India Committee for Eradication of Illiteracy Amongst Women. She paid rich tributes to late Smt. Lakshami N. Menon, the founder of the All India Committee from whom she claims she had got a lot of enthusiasm and devotion.



Shri Kailash Choudhary, President, Indian Adult Education Association delivered the presidential address. He briefly mentioned the history of Indian Adult Education Association and its role in the development of lifelong education and learning. He fondly recalled the association of Dr. Zakir Hussain, former President of India with IAEA as Vice President of the

organization. Shri Choudhary said that in 1964 a conference was organized by IAEA under the chairmanship of Dr. Mohan Sinha Mehta, the then Vice Chancellor, Rajasthan University in which a resolution was passed to start Adult Education Departments in all the Universities in the country. However, he felt sad that the departments which acted as nodal institutions for extension work and outreach activities have been closed in a few states with the result the outreach activities almost have come to a stand still.

Dr. Madan Singh, General Secretary, Indian Adult Education Association presented the vote of thanks to the Chief Guest, the Guest of Honour, the invited guests and delegates.

The academic sessions were divided into four plenary in which 25 papers were presented and 7 delegates shared their experiences. The first plenary was chaired by Shri H.C. Parekh, IRS (Retd.), Co-opted Member of the Executive Committee of IAEA. In all three papers were presented in this plenary. They were:

1. Prof. B.B. Mohanty, Former Professor, Indian Institute of Mass Communication, New Delhi - Theme Paper
2. Shri Prem Chand, Consultant, Indian Adult Education Association, New Delhi - Continuing Education Programme in Rajasthan : Findings of first Evaluation Studies.
3. Dr. Tupe Nownath, Project Officer, Department of Adult Continuing Education and Extension, University of Pune - Lifelong Learning : Methodology and Tools.

The second plenary was chaired by Dr. P. Adinarayana Reddy, Director, Department of Adult and Continuing Education, S.V. University, Tirupati in which eight papers presented on various aspects. They were:

1. Dr. G.V.R.R. Prasad, Deputy Director of Adult Education (Retd.), Govt. of Andhra Pradesh - Lifelong Learning : An Approach to Education for All.
2. Shri Kunal D. Jadhav, Lecturer, Department of Adult and Continuing Education and Extension, University of Mumbai - Lifelong Education : Challenges.
3. Shri Anil K. Patil, Principal, Konkan Education Society's



Anandibai Pradhan Science College, Nagothane, Raigad Dt. & Ms. Srjita V. Chaudhari, Extension Work Teacher, Konkan Education Society's Anandibai Pradhan Science College, Nagothane, Raigad Dt. - Improving Women's Status through Lifelong Learning : A Case Study in Raigad District of Maharashtra.

4. Dr. L. Raja, Reader, Department of Adult Continuing Education and Extension, Gandhigram Rural University, Gandhigram (Tamil Nadu) - Lifelong Learning : A Case Study Amongst Women Self Help Groups in Dindigul District, Tamil Nadu.
5. Shri Sujit Kumar Datta, Member, SMJSS - Lifelong Learning: Its Opportunities and Challenges.
6. Dr. Shankar Lal Sharma, Principal, Janardan Rai Nagar Rajasthan Vidyapeeth, Janta College, Dabok, Udaipur Rajasthan - 21वीं सदी में जीवन पर्यन्त शिक्षा की संभावनाएं चुनौतियां।
7. Shri S. Jayachandran, Research Scholar, Gandhigram Rural University, Gandhigram, Tamil Nadu - Lifelong Learning through Value Education.
8. Ms. P. Jamini Devi, Department of Adult Continuing Education and Extension, Manipur University, Imphal - Distance Education : A Need of the Hour

The third plenary was chaired by Dr. L. Raja, Reader, Department of Adult Continuing Education and Extension, Gandhigram Rural University, Gandhigram (Tamil Nadu). In this session eight more papers were presented as per the following:

1. Prof. Prashant Suresh Sawant, RA Podar College Commerce and Economics, Matunga, Mumbai with co-authors Shri V. Kachare and Shri Dhruv Rakhasiya - Lifelong Learning: Opportunities and Challenges.
2. Ms. Shamim Ujjainwala, Lecturer, Smt. Kapila Khandwale College of Education, Mumbai - How Teachers' Learn.
3. Dr. B. L. Raina, Incharge Director, Centre for Continuing/ Adult Education and Community Services, The Maharaja Sayaji University of Baroda, Vadodara - Lifelong Education and Development.
4. Dr. P. Syama Trimurthy, Professor and Head, Department of Adult and Continuing Education, Acharya Nagarjuna University, Guntur with co-authors Dr. P Adinarayana Reddy, Director, Department of Adult and Continuing Education, S.V. University, Tirupati and Dr. D. Uma Devi, Research Associate, Department of Adult and Continuing Education, S.V. University, Tirupati - Lifelong Learning: Opportunities and Challenges
5. Dr. S. Karuppaiyan, Reader, Department of Adult, Continuing Education and Extension, Bharathidasan University, Tiruchirapalli - Lifelong Learning: Opportunities and Challenges.
6. Ms. Asha Verma, Lecture, RC Jall Law College, Mhow - Distant Women : Victims or Beneficiaries of Affirmative Action Policies in India - A Case Study
7. Ms. Srinitya Malviya, Research Scholar, Social Work Department, Mahatma Gandhi Kashi Vidyapeeth, Varanasi - "सामाजिक विकास में उपयोगी आजीवन शिक्षा"
8. Dr. O.P.M. Tripathi, Director, Department of Adult, Continuing and Extension Education, DDU Gorakhpur University - Adult Education and Lifelong Learning.

The fourth and final plenary was chaired by Dr. O.P.M. Tripathi, Director, Department of Adult, Continuing and Extension Education, DDU Gorakhpur University, Gorakhpur. In this session not only papers were presented but also experience was shared by a few participants. They were:

1. Prof. Mahendra Jeevan Kadu, SRK College, Dahanu, Dahanu Thane - Importance of Gandhian Thought in Continuing

## Education.

Ms. Megha Parekh, Smt. Kapila Khanwala College of Education, Juhu, Mumbai - Lifelong Learning : Opportunities and Challenges.

3. Dr. Vidyavindu Singh, Hindi Writer, Lucknow, नवसाक्षरों के लिए सतत शिक्षा।

4. Dr. Prasanna K. Baral, District Project Coordinator, Zilla Saksharta Samiti, Angul, Orissa - Universalization of Primary Education is the only Tool to Eliminate Illiteracy.

5. Shri Gorakhnath Kamble, Reader/ Assistant Director, Department of Adult and Continuing Education and Extension Work, Shivaji University, Kolhapur - Lifelong Education : Challenges and Opportunities.

6. Prof. M.C. Reddeppa Reddy, Director, Department of Adult and Continuing Education and Principal, CEES, S.V. University, Tirupati - Opportunities and Challenges to Lifelong Learning

7. Shri Shakti Pada Mandal, Satyan Maitra Jan Shiksha Samiti, Kolkata (sharing of experience).

8. Dr. Laxmanbhai Avaiya, Director, State Resource Centre, Ahmedabad (sharing of experience).

9. Smt. Angau I. Thou, Joint Secretary (SE) / Director, SLMA / SSA, Govt. of Nagaland - Educational programmes the State of Nagaland

10. Shri Prashant Pande, Project Director,

SLMA, Chhattisgarh (sharing of experience regarding implementation of literacy, post literacy and continuing education programmes in the state of Chhattisgarh)

11. Smt. Malik Alka D., Social Education Officer, Directorate of Education, Pune (sharing of experience).

12. Ms. Rajashree Joshi, Sewa Sadan's College of Education, Ulhas Nagar (sharing of experience).

13. Dr. Dileep Kumar, Director, Prof & Head, Department of Adult Continuing Education and Extension, MJP Rohilkhand University, Bareilly (sharing of experience).

On the second day of the conference - December 20, 2008, a General Session



was held in which Shri Bhaskar Chatterjee, Principal Adviser, Planning

Commission, Govt. of India was the Chief Guest. In his address he paid rich tributes to the political leadership, administrators and the literacy functionaries who worked for the success of the programmes of National Literacy Mission during 1991-2001 due to which the country could achieve the literacy rate by over 12 percent. According to him, this achievement is still considered as the

highest and it may not be possible to repeat the same in the future. He

was of the opinion that today literacy programmes are at the crossroads and need special attention. He was feeling sad that even after 20 years of the establishment of NLM, no alternative has been thought off as plan after plan the programmes were continued based on the original objectives set for the mission. He raised doubt that keeping in view the present conditions, it may not be possible to achieve 80 percent literacy rate set by the Planning Commission by the end of XI Five Year Plan period.

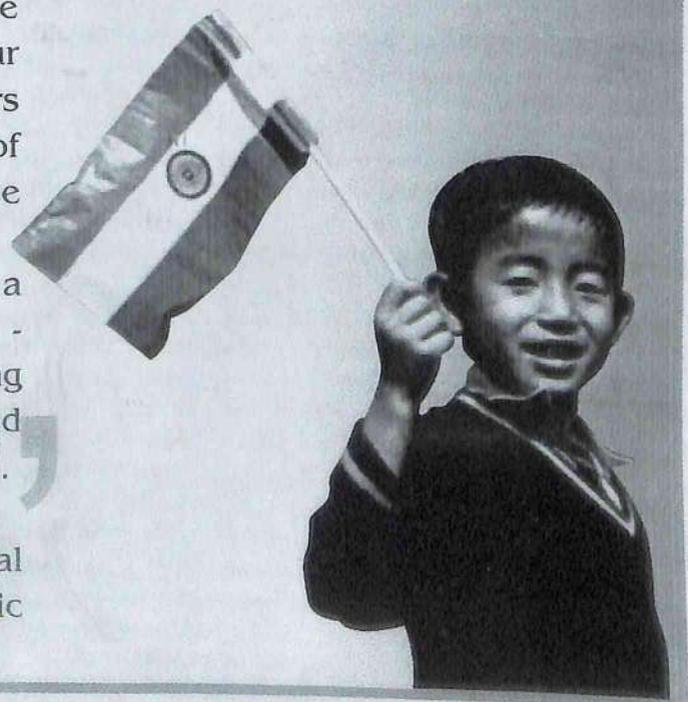
Shri Bhaskar Chatterjee further said that even though a large amount has been allocated for education in XI Five Year Plan, much of the amount will be spent to establish institutions of excellence like IITs, IIMs and Central Universities and also for Sarva Shisha Abhiyan. The amount allocated for adult education programmes is a meager one. He said that even the institutions like SRCs and JSSs which have done an excellent work have not been found a favour with the Ministry of Finance in XI Five Year Plan. However, there are efforts to reformulate the programmes of adult education and there is a hope that

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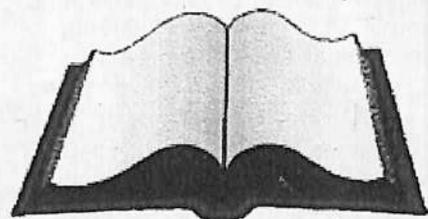
We must re-dedicate ourselves on this day to the peaceful but sure realisation of the dream that had inspired the Father of our Nation and the other captains and soldiers of our freedom struggle, the dream of establishing a classless, co-operative, free and happy society in "his country,

We must remember that this is more a day of dedications than of rejoicing - dedication to the glorious task of making the peasants and workers the toilers and the thinkers fully free, happy and cultured.

- Dr. Rajendra Prasad in his special message on the birth of the Indian Republic



# Documents: An Annotated List of Books and Articles



**M**athur, Kanchan. Body as Space, Body as Site: Bodily Integrity and Women's Empowerment in India. *Economic and Political Weekly*. Vol. XLIII No. 17, April 26- May 2, 2008 p. 54-63.

The identification of women with their physical bodies is the root cause of their oppression in a patriarchal culture and society like India. Most often women are denied the rights to emotional, mental, psychological and physical spaces. The fact that the female body is constantly under pressure to conform and mould into prescribed social and cultural roles brings into question the spaces that need to be protected as well rights that need to be claimed so that women's dignity is respected. This paper highlights the struggles and spaces that Indian women have negotiated in their quest for empowerment.

Saigita, C. National Service Scheme - An Instrument of Social Awareness. *Indian Journal of Youth Affairs*. Vol. 12, No. 1, January - June 2008, p. 1-4.

The paper presents the current status of youth and the relevance of National Service Scheme in terms of awareness, changes and development brought in the society by the youth of India. It also depicts the history and evolution process of the scheme and how it has benefited the society. Glimpses of the activity for the national development are also mentioned.

Chaudhuri, Paramita. Sexual Harassment at the Workplace: Experiences with Complaints Committees. *Economic and Political Weekly*. Vol. XLIII No. 17, April 26- May 2, 2008 p. 99-106.

Implementation of the Supreme Court guidelines on sexual harassment at the workplace- the Vishaka guidelines - remains limited. The study conducted in several work places in West Bengal reveals that complaints committees have not been constituted in most of the organizations and many are yet to amend their service rules as given in the guidelines. The paper takes a detailed look at how the committees function and the challenges faced in the very process of implementation.

Worthman, Christopher. The Positioning of Adult Learners: Appropriating Learner Experience on the Continuum of Empowerment to Emancipation. *International Journal of Lifelong Education*, v27 n4 p443-462 Jul 2008. 20p.

This article offers a critical analysis of discourses and power structures and the way they operate in adult education classrooms. It conceptualizes learner experience in ways that potentially empowers or emancipates learners from existing power structures. The data presented are part of a two-year study of different lifelong learning and adult education programmes in the north-eastern and mid-western USA. Data sources included survey, interview, artifact collection, and observation methods. Data analysis was guided by a socio-cultural theory of literacy development, theories of figured worlds and identity development, theory of dialogism, and Foucault's conceptualization of power. One Instructor offered her learners a chance to empower themselves, that, to find gratification by learning

to appropriate mainstream ways of acting, thinking, believes, and using text. The other Instructor practiced a reverse discourse, or what Gee (1996) referred to as a liberatory literacy. She positioned learners to critique the Discourses they encountered, including those they participated in, as movement toward emancipation, toward communicative competence or a critical stance in the world. In effect, learners reversed the panoptic framework and turned the gaze back upon existing power structures. In this case, learner experience is valued for the experiential positioning it offered to learners.

Thomas, Gracious, Sinha, N.P. K. Johnson Thomas Eds. *AIDS, Social Work and Law*, New Delhi, Rawat Publications, 1997

In India, the Human Immunodeficiency Virus (HIV), which causes, AIDS, appeared much later in other parts of the world. However, this killer disease is spreading with unprecedented rapidity and has now emerged as a serious socio-economic and public health problem. To visualize the devastating effects of the HIV epidemic within one's lifetime and beyond is difficult. While offering curative care to AIDS patients seems to be a distant reality in the absence of vaccine, evolving various strategies to prevent and control the unabated spread of this pandemic is desirable and possible. This requires immediate and effective responses in the new programming areas such as attitudinal and behavioural change, community-based care and support

initiatives through teaching, research and extension, and the maintenance of human development in the face of the increasing rate of illness and death. It is in this context that the authors made up their minds to put together the issues and concerns relating to HIV/AIDS, social work and law in this book. In the present volume, an attempt has been made to describe some basic facts about HIV/AIDS, types of common STDs, treatment options and prevention, role of medical social worker in the care of HIV patients, and the skills and the abilities of an HIV/AIDS social counsellor. Three chapters on AIDS and the law provide, adequate legal information on the legal issues surrounding HIV/AIDS. The book also includes some highly informative appendices, and a glossary on AIDS and Law. Thus, the book will not only be of great interest to all individuals and agencies involved in AIDS work, but will also be of immense use to legal experts, physicians, social workers, counsellors and academics.

Sharma, Meenu Ed. AIDS Awareness Through Community Participation. New Delhi, Kalpaz Publications, 2006, 366p.

AIDS is undoubtedly the most devastating pandemic mankind has ever faced. As the disease remains elusive, the ease continues to propel the transience of life. Today, the global community seems to be struggling as the disease rips

apart the social and economic fabric of the society by killing people in prime of their youth, rendering millions of children orphans and shattering homes and hopes alike. With remote prospects for a cure/ vaccine, the challenge to contain the spread of HIV has become imperative. Although no culture or community is known to be immune to AIDS yet, certain populations are more vulnerable to the disease because of their high-risk behaviours. Also, it is true that certain vulnerable populations have remained either untouched or non-responsive to the ongoing preventions efforts. The book delves into the lives of some such communities with a modest attempt to create AIDS awareness amongst them. It focuses on documenting high-risk behaviour as well as in delineating factors fuelling them. A concerted effort has been made to understand various issues that can effect desirable behavioural changes in the context to HIV/AIDS. The endeavour also envisages demonstrating how community participation can be effectively used in raising HIV/AIDS awareness as well as in achieving sustainability of the programme. What follows henceforth is a significant transition leading from state of unawareness to awareness.

- SC Dua and Neha Gupta

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adult education sector will get a sizeable amount as budget. He also said that there is an urgent need that the University Departments of Adult Continuing Education and Extension also get their due share and pride in the field of adult education for which discussions will take place at different levels - Directors, Vice Chancellors, and UGC.

There were seven Special Interest Groups worked on various topics. They were:

#### GROUP - I

Role of NGOs in Adult Literacy Programmes

**Chairperson : Shri Shakti Pada Mandal**

#### GROUP - II

Role of University Departments of Adult Continuing Education and Extension as Side Support Agencies to Adult Literacy Programmes

**Chairperson : Dr. O.P.M. Tripathi**

#### GROUP - III

Open Learning System for Equivalency Programmes

**Chairperson : Dr. P. Adinarayana Reddy**

#### GROUP - IV

Sustainability of Continuing Education Programmes

**Chairperson : Dr. G.V.R.R. Prasad**

#### GROUP - V

Role of Panchayati Raj Institutions in Monitoring Continuing Education Programmes

**Chairperson : Dr. L. Raja**

#### GROUP - VI

Literacy/Educational Needs of Minority Communities

**Chairperson : Shri A.H. Khan**

#### GROUP - VII

Quality Reading Material for Neo-literates and Beneficiaries of Continuing Education Programme

**Chairperson : Shri Tuhin Deb**

The valedictory address was given by Shri Kailash Choudhary, President, IAEA. Dr. Bhalba Vibhute, Director & Head, Department of Adult and Continuing Education and Extension Work, Shivaji University also addressed the gathering.

At the end of the conference the participants adopted Kolhapur declaration and recommendations.

The younger generation is our future hope. The way their faculties are developed and minds moulded would make or mar India's destiny.

- Jawaharlal Nehru

The earth is but one country and  
mankind its citizens.

-Baha'u'llah

## थाने जिले के उत्तर साक्षरता कार्यक्रम का मूल्यांकन

भारतीय प्रौढ़ शिक्षा संघ की मूल्यांकन टीम थाने (महाराष्ट्र) में चल रहे उत्तर साक्षरता कार्यक्रम के मूल्यांकन हेतु संघ के वरिष्ठ सलाहाकार श्री प्रेम चंद के नेतृत्व में २ फरवरी, २००६ को महाराष्ट्र जायेगी। मूल्यांकन कार्यक्रम का फील्ड वर्क ४.२.२००६ से १४.२.२००६ तक होगा। मूल्यांकन टीम जिले के सभी ४ डिविजनों के १३ सामुदायिक ब्लाकों तथा ६ नगर निगमों के चयनित गांवों/वार्डों का भ्रमण करेगी। मूल्यांकन कार्यक्रम राष्ट्रीय साक्षरता मिशन द्वारा निर्धारित मापदण्डों के आधार पर किया जायेगा मूल्यांकन टीम इस दौरान इस कार्यक्रम से जुड़े सभी कार्यक्रम प्रभारियों, ब्लाक/शहर समन्वयकों, जन चेतना केन्द्र प्रभारियों, समाजसेवियों, ग्राम प्रधानों/वार्ड पंचों, तथा कार्यक्रम के मुख्य घटक लाभार्थियों से कार्यक्रम के अंतर्गत चल रही गतिविधियों तथा इसकी उपलब्धियों के बारे में गहन चर्चा करेगी। साक्षरों और नव साक्षरों के मूल्यांकन हेतु लिखित परीक्षाएं भी आयोजित की जायेंगी।

## SSA ensured over 200 million children to go to school

Sarva Shiksha Abhiyan, the flagship primary education programme of the Ministry of Human Resource Development, launched in 2001 has ensured over 200 million children to go to school, double the number a decade ago. The Millennium Development Goal to ensure every child goes to school by 2015 now looks achievable.

The govt. has spent so far Rs. 50,000 crore for Sarva Shiksha Abhiyan and 96.4 percent of the child population in India is in school. One more proud achievement of this programme is that 98 percent of the population has a primary school within a kilometer's reach.

## Computer literacy through IT Gyan Kendras

The Rajasthan Knowledge Corporation launched a campaign to create digital literacy in the state through 600 Information Technology Gyan Kendras. It will provide basic computer skills through short-term courses to about 30,000 learners in the first phase. This innovative model would create facilities for e-learning even in the remote villages and provide a new opportunity to the rural youths to improve their skills and employability.

# महिला सशक्तिकरण में स्वयं सहायता समूह की भूमिका : एक तुलनात्मक अध्ययन

राज्य संसाधन केन्द्र, दीपायतन, पटना, द्वारा "महिला सशक्तिकरण में स्वयं सहायता समूह की भूमिका" विषय पर एक अध्ययन मुजफरपुर एवं सीतामढ़ी जिलों में किया गया। अध्ययन का उद्देश्य "महिला सशक्तिकरण के संदर्भ में स्वयं सहायता समूह की भूमिका का आकलन करना तथा समूह के सृष्टिकरण के द्वारा महिला सशक्तिकरण के लक्ष्य को हासिल करने हेतु उपयुक्त सुझाव देना" था।

अध्ययन विधि -

+ अध्ययन हेतु जिले में अलग-अलग संस्थाओं/विभागों द्वारा गठित स्वयं सहायता समूहों में से प्रति संस्था 10 समूहों का सोद्देश्य चयन किया गया तथा प्रत्येक समूहों से 5-5 उत्तरदाताओं का चयन किया गया।

+ यह अध्ययन जिला साक्षरता समिति, महिला विकास निगम, नाबार्ड, डी. आर.डी.ए. तथा महिला समाख्या के लामार्थियों पर केन्द्रित था।

सशक्तिकरण के शैक्षिक, सामाजिक, आर्थिक, राजनैतिक एवं सांस्कृतिक पक्ष को सम्मिलित किया गया है।

अध्ययन के निष्कर्ष के सार -

स्वयं सहायता समूह की महिलाओं के व्यक्तिगत जीवन में समूह से जुड़ने के कारण परिवर्तन स्पष्टतः परिलक्षित होता है।

विभिन्न संस्थाओं द्वारा गठित समूह की अधिकतर सदस्याओं (उत्तरदाताओं) में पढ़ने-लिखने, लेखा-जोखा करने की कमोवेश क्षमता विकसित हुई है। महिलाओं में बचत की प्रवृत्ति बढ़ी है और वे आर्थिक रूप से सबल हुई हैं। विचारों को अभिव्यक्त करने की क्षमता विकसित हुई है तथा उनमें आत्मविश्वास पैदा हुआ है। समूह की महिलाएं पारिवारिक स्तर पर निर्णय में सक्रिय भागीदारी निभाने लगी हैं।

समुदाय के स्तर पर कई अन्य परिवर्तन भी आए हैं जो महिलाओं के सशक्तिकरण के सूचक हैं। ये निम्नवत हैं-

+ समूह के सदस्यों के हस्तक्षेप से पर्दा प्रथा, बाल विवाह आदि में कमी आयी है।

+ महिलाएं सामाजिक-पारिवारिक विवाद के निपटारे में अग्रणी भूमिका निभाने लगी है।

+ महिलाओं में संगठित होने की प्रवृत्ति विकसित हुई है। साथ ही परस्पर प्रेम एवं सदभावना में भी वृद्धि हुई है।

+ कर्ज के लिए महाजनों पर निर्भरता घटी है। फलतः महाजनों द्वारा किए जा रहे शोषण में कमी आयी है।

+ पुरुषों के बीच महिलाओं की कद्र बढ़ी है। समूह की महिला की बात सुनी जाने लगी है।

+ कुछ समूह की महिलाओं ने अपने समूह से ऋण ले अपने प्रवासी पति के स्वरोजगार में लगाकर जीविका के लिए उनकी बाहर जाने की बाध्यता समाप्त कर दी हैं।

+ महिला समाख्या द्वारा गठित महिला समूहों ने अपने कार्यक्षेत्र के अंतर्गत आने वाले विद्यालयों में मध्याह्न भोजन की व्यवस्था की जिम्मेवारी संभाल ली है।

+ महिलाओं को विकास के योजनाओं की जानकारी मिल रही है और वे इसका लाभ लेने के लिए आगे आ रही हैं।

+ महिलाओं के नेतृत्व क्षमता में भी वृद्धि हुई है और वे चुनाव जैसे राजनीतिक प्रक्रिया में भी सक्रिय रूप से भाग लेने लगी हैं।

+ समूह की कुछ महिलाएं पंचायत प्रतिनिधि के रूप में निर्वाचित हुई हैं।

+ समूह की महिलाएं बाजार, बैंक, पोस्ट ऑफिस आदि जगहों में यदा-कदा

जाकर स्वतंत्र रूप से अपना कार्य करने लगी हैं।

+ महिलाएं नशाखोरी, दहेज प्रथा, अन्धविश्वास, भ्रूण हत्या आदि सामाजिक बुराइयों के प्रति संवेदनशील हुई हैं और इसके विरोध के लिए आगे आने लगी हैं।

+ समूह की महिलाओं के प्रयास से थाना/कचहरी में दायर होने वाली मुकदमों में भी कमी आयी है।

+ मुजफरपुर महिला समाख्या से जुड़ी महिलाएं सामान्य मिस्ट्री से राजमिस्ट्री बनकर कुशल श्रमिक के रूप में रोजगार प्राप्त करने में सक्षम हुई हैं। वे विभिन्न प्रदेशों में जाकर महिलाओं को राज मिस्ट्री का प्रशिक्षण भी दे रही हैं।

+ बेटा-बेटी के प्रति सम्भाव बनाने में भी समूह की महिलाएं महत्वपूर्ण भूमिका निभा रही है।

सारांशतः समूह से जुड़ने से महिलाओं के व्यक्तिगत, पारिवारिक एवं सामाजिक जीवन में बहुआयामी परिवर्तन आया है। शैक्षिक, सामाजिक, राजनीतिक एवं आर्थिक सशक्तिकरण का मार्ग खुला है। परन्तु, चूंकि समूह की अधिकांश महिलाएं सामाजिक-आर्थिक रूप से कमजोर पृष्ठभूमि की हैं और निरक्षर हैं, इसलिए परिवर्तन की गति धीमी है। साथ ही परिवर्तन की दिशा में वे अक्सर सहज एवं शालीन प्रयास के ही पक्षधर हैं। टकराव और संघर्ष की स्थिति से जुड़ने की प्रवृत्ति और क्षमता कुछ ही समूहों/समूहों की महिलाओं में विद्यमान है। फिर भी इतना निश्चित रूप से कहा जा सकता है कि यदि समूह को विहित प्रावधान के तहत ससमय वित्तीय सहायता, प्रशिक्षण एवं अन्य वांछित समर्थन दिया जाए तो आने वाले समय में महिला सशक्तिकरण के अपेक्षित लक्ष्य को प्राप्त करना कठिन नहीं होगा।

- डॉ. योगेन्द्र लाल दास एवं महाकान्त झा

## उल्लास के अविस्मर्णीय क्षण

अवसर 57वें अखिल भारतीय प्रौढ़ शिक्षा सम्मेलन का था। यह सम्मेलन गत् 19 से 21 दिसम्बर, 2008 को महाराष्ट्र के कोल्हापुर स्थित शिवाजी विश्वविद्यालय के भाषा भवन सभागार में प्रौढ़ और सतत् शिक्षा तथा विस्तार कार्य विभाग, शिवाजी विश्वविद्यालय के सहयोग से आयोजित किया गया। प्रौढ़ शिक्षा जगत के इस महत्वपूर्ण वार्षिक आयोजन के दूसरे दिन सम्मेलन को योजना आयोग, भारत सरकार के प्रधान सलाहकार, श्री भास्कर चैटर्जी ने संबोधित किया। गौरतलब है कि श्री चैटर्जी राष्ट्रीय साक्षरता मिशन के पूर्व महानिदेशक भी रह चुके हैं। श्री चैटर्जी ने अपने वक्तव्य में राष्ट्रीय साक्षरता मिशन के स्थापना काल से अब तक की यात्रा, इस दौरान आई तमाम बाधाओं, उससे उबरने के प्रयासों, इस सम्पूर्ण कार्यकाल में जिन उद्देश्यों के साथ मिशन की स्थापना हुई थी उस दिशा में मिशन द्वारा प्राप्त सफलताओं, उसके प्रभावों एवं इन सम्पूर्ण प्रयासों में उन चुनिंदा साक्षरता प्रेमियों, मिशन से जुड़े कार्यकर्ताओं, अधिकारियों और राजनैतिक नेतृत्व के योगदान की चर्चा की जिनके कारण यह प्रयास अपनी सफलता के वर्तमान पड़ाव तक पहुंच पाया। श्री चैटर्जी ने देश के सभी साक्षरता प्रेमियों एवं शिक्षित तथा विकसित भारत के निर्माण हेतु प्रयासरत कार्यकर्ताओं को यह कहते हुए अगाह किया कि हमें सोचना चाहिए कि सरकारी समर्थन के बिना यह अभियान कहाँ खड़ा होगा, क्या यह लड़खड़ा जाएगा या हम सभी सामाजिक प्रयासों से इस अभियान को अपेक्षित लक्ष्य तक पहुंचाने में सक्षम हो पाएंगे। श्री भास्कर चैटर्जी ने अपने वक्तव्य के दौरान सतत् शिक्षा के क्षेत्र में जन शिक्षण

संस्थानों की भूमिका का भी उल्लेख किया। अपने पूर्व के अनुभवों को याद करते हुए श्री चैटर्जी ने कहा कि बदलते दौर में जन शिक्षण संस्थानों एवं राज्य संसाधन केन्द्रों की अहम भूमिका है। मंच पर अपने साथ बैठे भारतीय प्रौढ़ शिक्षा संघ के वर्तमान निदेशक डॉ. वी. मोहनकुमार की ओर संकेत करते हुए श्री चैटर्जी ने 57वें अखिल भारतीय प्रौढ़ शिक्षा सम्मेलन के इस ऐतिहासिक मौके पर कहा कि "V. Mohankumar is the Father of JSS". जन शिक्षण संस्थानों की अवधारणा को मूर्त रूप प्रदान करने में श्री मोहनकुमार की भूमिका का उल्लेख करते हुए जब श्री चैटर्जी ने उन्हें "जन शिक्षण संस्थानों के जनक" की उपाधि से संबोधित किया तो उपस्थित सभी साक्षरता प्रेमियों को ऐसा लगा कि जैसे उनके ही अनुभव को श्री चैटर्जी ने शब्द प्रदान किए हों। श्री चैटर्जी ने कहा कि मुझे हर्ष है कि ऐसे निष्ठावान साक्षरता प्रेमी डॉ. वी. मोहनकुमार, भारतीय प्रौढ़ शिक्षा संघ के निदेशक हैं। श्री चैटर्जी के इस कथन ने मंचासीम महानुभावों क्रमशः श्री कैलाश चौधरी, अध्यक्ष, भारतीय प्रौढ़ शिक्षा संघ, डॉ. मदन सिंह, महासचिव, भारतीय प्रौढ़ शिक्षा संघ, डॉ. मालबा विभूते, निदेशक एवं विभागाध्यक्ष, प्रौढ़ और सतत् शिक्षा तथा विस्तार कार्य विभाग, शिवाजी विश्वविद्यालय सहित देश भर से आये सभी गणमान्य प्रतिनिधियों को सहज ही रोमांचित कर दिया। भारतीय प्रौढ़ शिक्षा संघ के लिए यह क्षण निश्चित ही गौरवपूर्ण एवं अविस्मर्णीय क्षण था।

— वी. संजय

## Mid-term Review of JSS (Third meeting)

A two-day Third Mid-term Review Meeting of Jan Shikshan Sansthan located in twelve states - Andhra Pradesh, Arunachal Pradesh, Assam, Karnataka, Kerala, Manipur, Mizoram, Nagaland, Orissa, Tamil Nadu, Tripura and West Bengal was held at Hotel Preiyadharshi Park, Anna Salai, Chennai on December 15-16, 2008. The programme was organized by the Directorate of Adult Education, New Delhi in collaboration with Jan Shikshan Sansthan, Chennai. In all 72 Directors participated. In addition, the Directors of Jan Shikshan Sansthan, Sur and Bokaro also participated in the review meeting.



The programme was inaugurated by Shri IPS Bakshi, Deputy Secretary, Department of School Education and Literacy, M/o Human Resource Development, GOI. Shri P.S. Krishnamurthy, Chairman, Jan Shikshan Sansthan, Chennai presided over the inaugural session while Shri P. Thangavel, Director, Jan Shikshan Sansthan, Chennai proposed the vote of thanks.

The review was conducted by a team of officers from Govt. of India which included Dr. R.K. Bhat, Director, Directorate of Adult Education, Shri S. Ramakrishna, Joint Director, Directorate of Adult Education and Dr. A. Mathew, Consultant, Directorate of Adult Education. Dr. R. Rajan, Director, State Resource Centre, Chennai was also present.

—P.Thangavel

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# IAEA NEWSLETTER

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INDIAN ADULT EDUCATION ASSOCIATION

## Nehru and Tagore Literacy Awards Announced

Indian Adult Education Association gives two awards, one Nehru Literacy Award instituted in 1968 to commemorate the distinguished services of Pandit Jawaharlal Nehru to the cause of reason of enlightenment and is given annually to individuals/institutions for outstanding contribution for the promotion of adult education in the country and Tagore Literacy Award instituted in 1987 to commemorate the 125th birth anniversary of the great poet Gurudev Rabindranath Tagore and is given annually to individuals/institutions for their outstanding contribution towards promotion and development of literacy among women. The Awards carry a plaque, shawl, citation and cash of Rs. 21,000/-.

The selection committee met on January 17, 2009 selected six persons for the awards. They are:

### Nehru Literacy Award

- **Dr. Jaipal Tarang** (Posthumous) for 2006.
- **Prof. S.Y. Shah** of JNU, New Delhi for 2007.
- **Shri Kailash Chandra Pant**, Secretary-Director, Madhya Pradesh Rashtra Bhasha Prachar Samiti, Bhopal for 2008.

### Tagore Literacy Award

- **Smt. Krishna Mohanty**, Secretary, Bajirant Chhatravas, Angul, Orissa for 2006.
- **Smt. Lakshmi Rupal**, Educationist/Adult Educationist, Udaipur for 2007.
- **Smt. Rajani Kumar**, Educationist/Adult Educationist, Founder of Springdales Schools, New Delhi for 2008.

These awards will be given to the recipients in a function at New Delhi in the month of April/May 2009.

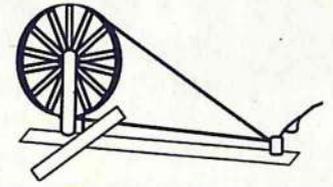
## New Secretary for School Education and Literacy

Smt. Anshu Vaish, an IAS officer of the 1975 batch from Madhya Pradesh Cadre joined as Secretary in the Department of School Education & Literacy, Union Ministry of Human Resource Development on February 2, 2009. She has replaced Shri Arun Kumar Rath who retired on attaining the age of superannuation. Earlier Smt. Anshu Vaish was Director General, Archaeological Survey of India. She has also served in various other capacities in the state and Central Government departments including Department of School Education, Department of Culture, and Department of Women & Child Development.

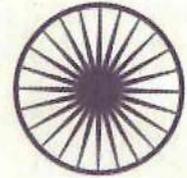
## Office Bearers participating in 'Sarva Dharma Prarthana'



Sarva Dharma Prarthana is the daily ritual in IAEA. On January 16, 2009 Prof. B.S. Garg, Patron, Shri K.C. Choudhary, President, Dr. Madan Singh, General Secretary, Dr. M.S. Ranawat, Treasurer and Shri A.L. Bhargava also participated in the Prarthana.



Once, a spin of the wheel inspired a nation to freedom.



Now, the spin of another wheel moves the nation to prosperity.

## Visit of Patron to IAEA



Prof. B.S. Garg, Patron, IAEA visited Delhi for 3 days from January 16-18, 2008 and reviewed the programmes and activities of the Association with the President, General Secretary, Treasurer, Joint Secretary and Director. He appreciated the work done and desired that the Association should continue to be like a light house for the voluntary organizations in the field of literacy and adult education. He also desired the office bearers and officers of IAEA to visit his university at Udaipur to personally see the community development and educational programmes conducted in the villages as part of extension services and guide to bring in improvement. Prof. Garg wanted IAEA Newsletter to highlight the good work done by the member institutions.

## सतत शिक्षा कार्यक्रम संचालन हेतु प्रशिक्षण शिविर - उत्तराखंड

राज्य संसाधन केन्द्र, उत्तराखंड द्वारा दिनांक 28-29, 2009 को समस्त जनपदों की जिला साक्षरता समितियों के दो-दो सदस्यों के लिए सतत शिक्षा कार्यक्रम संचालन



सम्बन्धी दो दिवसीय प्रशिक्षण शिविर आयोजित किया गया।

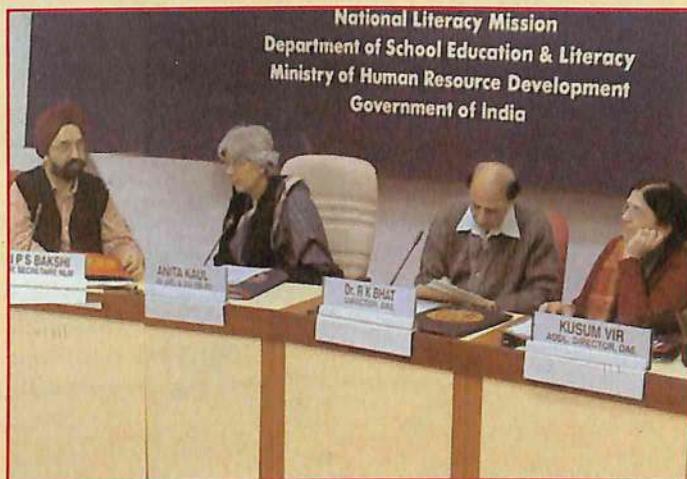
प्रशिक्षण कार्यक्रम का शुभारंभ करते हुए केन्द्र के निदेशक डा. आर. पी. पाठक ने अपने उद्बोधन में सन् 2012 तक राष्ट्रीय लक्ष्य 85 प्रतिशत साक्षरता हासिल करने के लिए प्रभावी कार्यक्रम संचालन पर अपना वक्तव्य दिया। प्रशिक्षण सह-समन्वयक द्वय श्री दिनेश जोशी एवं श्री कासिम खान ने सतत साक्षरता कार्यक्रम के विभिन्न आयामों पर प्रशिक्षार्थियों को व्यापक जानकारी देते हुए प्रभावी क्रियान्वयन पर जानकारी प्रदान की। केन्द्र के संयुक्त निदेशक - मानवी त्रिपाठी ने दूसरे सत्र में कार्यक्रम अनुश्रवण एवं मूल्यांकन पर अपना वक्तव्य प्रस्तुत किया। संदर्भदाता श्री के.एन. पांडेय ने आपदा प्रबंधन एवं उपचार पर विस्तृत जानकारी दी।

स्वास्थ्य एवं परिवार कल्याण महानिदेशालय, उत्तराखंड के संयुक्त निदेशक डा. एस.आर.एस. राना ने देश एवं राज्य में एच. आई.वी. की स्थिति से अवगत कराते हुए एड्स के कारण, लक्षण एवं बचाव पर अपना वक्तव्य प्रस्तुत किया। सत्र के अंतिम दिन केन्द्र के निदेशक ने प्रतिभागियों के प्रति आभार व्यक्त करते हुए प्रमाण-पत्र वितरित किए।

# Mid-term Review Meeting of SRCs

A two day mid-term review meeting of the Directors of State Resource Centres was held at Vigyan Bhawan, New Delhi on December 11-12, 2008 to review the pace and progress of the activities conducted by the centres. 24 Directors of State Resource Centres attended the meeting.

The review was conducted by Smt. Anita Kaul, Joint Secretary (Adult Education) & Director General (NLM). Other officers present were Dr. Alka Bhargav, Director (AE), Shri IPS Bakshi, Deputy Secretary (AE),



Shri SPS Sangwan, Deputy Secretary (AE), Shri S.N. Gupta, Deputy Secretary (AE), Dr. Nasim Ahmed, Education Officer, Dr. R.K. Bhat, Director, Directorate of Adult Education, Smt. Kusum Vir, Additional Director, Directorate of Adult

Education, Shri S. Ramakrishna, Joint Director, Directorate of Adult Education, Shri A.M. Rajashekhar, Joint Director, Directorate of Adult Education and Dr. A. Mathew, Consultant, Directorate of Adult Education.

The review was on all the important areas of adult education and literacy which included Material

Development, Training, Documentation and Research, Evaluation, Population and Development Education, Monitoring, Innovations and Convergence Oriented Programmes.

- Dr. A. Mathew

## STEPS TOWARDS SUCCESS

Shri Kummari Parvathaiah, S/o Chandraiah of Midjil village and mandal of Mahaboobnagar district in Andhra Pradesh in his childhood had worked as a shepherd. During the year 1994 he joined the non-formal education centre and in 1997 he passed class VII examination by scoring 271 marks with the support of Shri Mohammad, a volunteer of Total Literacy Campaign (Akshara Kiranam), Zilla Saksuarta Samiti, Mahaboobnagar district. Shri P. Krishnaiah, the then District Collector of Mahaboobnagar district appreciated him and encouraged him to go for higher education. Hence, he appeared for Secondary School Certificate examination and subsequently completed his graduation. Now he had passed M.A. in Political Science.

Shri Parvathaiah thanked the Director of Adult Education, Govt. of Andhra Pradesh through a separate letter for giving him an opportunity to learn and expressed his desire to become a teacher so that he can serve the needy people like him.

- P. Janardhana Reddy  
Director of Adult Education, Andhra Pradesh

### Director, IAEA presented a paper in the seminar

Dr. V. Mohankumar, Director, Indian Adult Education Association participated in the two days National Seminar on Income Security of the Aged organized by the Department of Adult and Continuing Education, S.V. University, Tirupati on January 28-29, 2009 and presented a paper titled "Ageing and the Aged - An Analysis of their Well-Being".

## IAEA UP State Branch Meeting

IAEA UP State Branch Meeting was held on February 14, 2009 at 2:00 p.m. at Charan International, Hazratganj, Lucknow. Shri K.C. Choudhary, President, IAEA attended the meeting as the observer. 25 members attended the meeting and elected unanimously Dr. Madan Singh as the Chairman and Dr. O.P.M. Tripathi and Prof. P.P. Singh as Vice Chairmen. Other office bearers elected were Dr. S.C. Upadhyay (Secretary), Shri Sudhakar Man Singh (Joint Secretary) and Prof. Irshad Husain (Treasurer).

Shri P.K. Sundriyal, Dr. Uma Bisht, Shri Avinash Kumar Mishra, Smt. Kusum Mishra, Dr. Usha Rai, Shri S.P. Rastogi, Shri K.B. Tuteja and Shri R.C. Yadav were elected as members. Dr. Dilip Kumar and Dr. N.K. Verma were selected as Co-opt Members.

The members of the state branch also constituted two sub-committees, one to bring out Newsletter of the state branch and another one for generating resources for the branch.

## IAEA has done Post Literacy Evaluation of Thane District

IAEA has got the assignment to conduct External Evaluation of Post Literacy Programme in Thane District, Maharashtra. The evaluation was conducted by a team of IAEA staff headed by Shri Prem Chand, Consultant at 13 Blocks and 6 Municipal Corporations of the district from February 4-14, 2009. 74



randomly selected villages and urban areas were visited by the field investigators and collected information by using interview schedules.

The team was assisted by Marathi speaking college students to collect data. The students were recommended by Ms. Sheetal Kadam, Lecturer, MCT's College of Education and Research, Airoli, Navi Mumbai and Prof. Kadu Mahendra Jivan, SRK College, Dahanu, Thane.

## IAEA NEWSLETTER Form IV

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I, Dr. Madan Singh, hereby declare that the particulars given above are true to the best of my knowledge and belief.

Dated: 28-2-2009  
Sd/-  
Dr. Madan Singh  
Signature of Publisher

# National Seminar on Income Security of the Aged

The Department of Adult and Continuing Education, S.V. University, Tirupati organized a two-day national seminar on Income Security of the Aged on January 28-29, 2009 funded by the S.V. University and ICSSR. Prof. S.C. Bhatia was the Chief Guest of the seminar. While inaugurating the seminar he stressed upon the welfare and educational measures for the senior citizens as their number is increasing fast in the country. He was of the opinion that the National Policy on the Older Persons requires modification with additional inputs to safeguard their interests including economic measures and to use their services for the furtherance of the country. Shri Bhatia also said that the older persons can help the youngsters to promote and develop the required qualities of the future citizens.

Shri K.C. Choudhary, President, Indian Adult Education Association was the Guest of Honour. In his brief address, he narrated the plight of the old and aged in the country and stressed that all social institutions should participate in the activities relating to the welfare of the elders. Further, he advised that the Government should go in for a bigger way to establish more number of old age homes in view of the disintegration of the joint family system and migration of children for their employment.

During the inaugural session,

two books titled Science and Technology for the Rural Masses and Education for the Scheduled Castes authored by Dr. P.



Adinarayana Reddy, Director, Department of Adult and Continuing Education, S.V. University were released by Shri P. Janardhana Reddy, Director, Directorate of Adult Education, Government of Andhra Pradesh in honour of Prof. M.V. Sudhakara Reddy, former Director of the Department of Adult and Continuing Education, S.V. University. Dr. V. Mohankumar, Director, Indian Adult Education Association also addressed the participants. The programme was presided over by Prof. M.C. Reddeppa Reddy, Director of the Department. Dr. T. Kumara Swamy, Professor welcomed the participants and Dr. B. Syam Mohan David Raju proposed the vote of thanks.

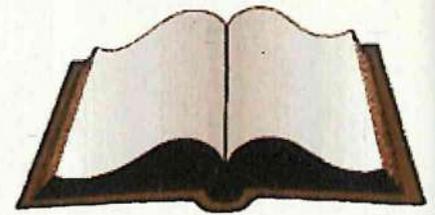
During the two-day seminar, 43 papers on different themes of aged were presented in five academic sessions by the participants who have come from different Universities, NGOs and other institutions.

The valedictory address was delivered by Prof. K. Rathnaiah, Rector, S.V. University. He

analyzed in detail the causes and consequences of ageing and suggested a few strategies to safeguard their interests. Others spoke on the occasion were Prof. P. Siva Reddy, Head, Department of Economics, Osmania University, Hyderabad and Prof. K. Parthasarathy, Head, Department of Adult and Continuing Education, Bharathidasan University, Tiruchirapalli. Prof. P. Adinarayana Reddy presented a brief report of the seminar and Dr. Syam Mohan David Raju proposed the vote of thanks.

Prof. G. Prabhakar Rao, Vice Chancellor, S.V. University met all the participants over the breakfast.

# An Annotated List of Books and Articles



*Badal, Sangeeta Bharadwaj. Gender, Social Structure and Empowerment: Status Report of Women in India. Jaipur, Rawat Publications, 2009, 217p.*

The book focuses on the mutual interdependence of gender relations, development levels, and social stratification without underestimating the full significance of each in Indian society. The present research focuses on the multi-dimensionality of the concept and argues that the complexity of the phenomena makes it necessary to conceptualize the status broadly in terms of its economic, social and political dimensions. It documents women's position along the social, economic and political dimensions. The study is primarily based on the 1981 cross-sectional data of the Indian District Database (IDD).

*Bihu, M.R. ed. Panchayati Raj System: Towards Sustainable Rural Livelihood and Development. New Delhi, Kanishka Publisher, 2008, 326p.*

This collection of seventeen articles contains in-depth discussion on various aspects of the sustainable rural development under Panchayati Raj viz., Sustainable Rural Development and Millennium Development Goals, Participatory Watershed Management Approach, Role of Panchayats Towards Sustainable Rural Development, Role of Panchayats Towards Sustainable Social Development, Rural Development and NREG Act, Social Action, Gender Equity, Kudumbashree Projects, Interweaving of Economic Growth, Environmental Protection, Rainwater Harvesting, Rural Labour Banks, Income and Assets Generation, NABARD Refinance

Assistance, Trusting Attitude in Rural Talent, Community Participation in Rural Development, Role of Artisans in Rural Development etc.

*Singh, Arun Kumar and Singh Shashi. Rural Women Workforce: The Changing Socio-Economic Scenario. New Delhi, Regal Publications, 2009, 252p.*

A study 'Status of Rural Women Workforce in Changing Socio-Economic Scenario' (based on Jaunpur district ) is planned, formulated and executed to measure the status of rural women workforce and to suggest some special policy measures to improve the status of the section in question in the changed scenario which is characterized as Globalization.

*Singh, Awadhesh Kumar. Empowering Rural Women through Micro financing. Delhi, Serials Publications, 2008, 256p.*

This book discusses micro financing and functioning and performance of Self Help Group's based micro financing programme in India. Self help group based micro financing in India has become a major issue for development in economic development discourse. SHG based micro financing programmes and projects are implemented in India with the financial support from World Bank, IFAD, Government and non government agencies etc. SHG based micro financing programmes oriented towards empowering rural poor women are mainly Swashakti, Swayamsidha, Swarnjayanti Gramin Swarozgar Yojana, and Rastriya Mahila Kosh.

*SC Dua and Neha Gupta*

# पुस्तकालय प्रबन्धन एवं जनवाचन अभियान पर प्रशिक्षण शिविर सम्पन्न

भारतीय प्रौढ़ शिक्षा संघ के साक्षरता एवं जनसंख्या शिक्षा के राष्ट्रीय प्रलेखन केन्द्र तथा जिला साक्षरता समिति, चुरु (राजस्थान) के संयुक्त तत्वाधान में पुस्तकालय प्रबन्धन एवं जनवाचन अभियान पर दो दिवसीय प्रशिक्षण शिविर दिनांक

के आभाव में या तो सुचारु रूप से नहीं चल रहे हैं या उनकी उपयोगिता राष्ट्रीय साक्षरता मिशन के मानदण्डों के अनुरूप नहीं हो रही है।

इसी को दृष्टि में रखते हुए भारतीय प्रौढ़ शिक्षा संघ ने जिला साक्षरता समिति,

प्रशिक्षार्थियों को व्यापक जानकारी दी गई। इस दो दिवसीय प्रशिक्षण शिविर में निम्नलिखित उद्देश्यों को ध्यान में रखते हुए व्यापक चर्चा की गई।

- पुस्तकालयों की सतत शिक्षा कार्यक्रम में भूमिका।
- प्रेरकों में पुस्तक पढ़ने की प्रवृत्ति का सर्वेक्षण।
- राजस्थान के विभिन्न जिलों में सतत शिक्षा पुस्तकालयों एवं कार्यक्रम की विवेचनात्मक प्रस्तुति।
- पुस्तकालय का उद्देश्य एवं पुस्तकालय के प्रकार।
- नवसाक्षरों में जनवाचन माध्यम से पुस्तकों के प्रति रुचि बढ़ाना।
- गतिपूर्वक कैसे पढ़ें, इस हेतु आवश्यक जानकारी प्राप्त करना।

प्रशिक्षण कार्यक्रम में जिले के विभिन्न सतत शिक्षा केन्द्र एवं नोडल केन्द्रों के 45 प्रेरकों ने भाग लिया।

शिविर के मुख्य प्रशिक्षक श्री प्रेम चन्द, वरिष्ठ परामर्शदाता एवं श्री सुभाष दुआ, परामर्शदाता, भारतीय प्रौढ़ शिक्षा संघ थे। जिला साक्षरता समिति एवं सतत शिक्षा केन्द्र अधिकारी, चुरु श्री वेदप्रकाश शर्मा, वरिष्ठ पुस्तकालय अध्यक्ष, सातड़ा, श्री मूंगीलाल जी एवं ब्लाक समन्वयक, सालासर श्री सुशील कुमार का शिविर संचालन में अमूल्य सहयोग रहा।



19-20, जनवरी 2009 को सम्पन्न हुआ। ज्ञातव्य है कि सतत शिक्षा अभियान के अन्तर्गत पुस्तकालय एक महत्वपूर्ण अंग है। विभिन्न मूल्यांकन रिपोर्टों के दौरान यह पाया गया है कि इस अभियान के तहत चल रहे पुस्तकालय पर्याप्त प्रशिक्षण

चुरु के संयुक्त तत्वाधान में दो दिवसीय प्रशिक्षण शिविर सालासर (राजस्थान) में आयोजित किया। इस शिविर में पुस्तकालय प्रबन्ध के साथ पुस्तकालय को कैसे प्रलेखन केन्द्र एवं संसाधन केन्द्र के रूप में विकसित किया जाए, इस पर

## डा. सुभाष पुरोहित राजस्थान अधिनस्थ सेवा चयन बोर्ड के सदस्य नियुक्त

भारतीय प्रौढ़ शिक्षा संघ के आजीवन सदस्य डा. सुभाष पुरोहित राजस्थान अधिनस्थ सेवा एवं मंत्रालयिक सेवा चयन बोर्ड के सदस्य नियुक्त किए गए हैं।

डा. पुरोहित को राज्य सरकार द्वारा प्रमुख सचिव के समकक्ष की सुविधाएं प्रदान की गई हैं।



## इतिहास के झरोखे से

2 दिसम्बर 2008 को भारतीय प्रौढ़ शिक्षा संघ अपनी स्थापना के 70वें वर्ष में पदार्पण कर गया। वैसे तो संघ का विधिवत पंजीयन 15 मई 1947 को हुआ था किन्तु जब हम अपना इतिहास टटोलते हैं तो यह जानकर सुखद अनुभूति होती है कि विधिवत पंजीयन के कई वर्ष पूर्व अर्थात् 2 दिसम्बर 1939 ही को भारतीय प्रौढ़ शिक्षा संघ की स्थापना हो गई थी। एक जानकारी यह भी है कि संघ की पहली अखिल भारतीय सम्मेलन 11 मार्च 1938 को दिल्ली में हुई थी जहां संघ के स्वरूप एवं विधिवत स्थापना पर व्यापक चर्चा की शुरुआत की गई थी। इसी दौरान प्रौढ़ साक्षरता को प्रोत्साहन देने एवं इससे जुड़े साक्षरताकर्मियों की राष्ट्रीय स्तर पर भागीदारी सुनिश्चित करने के लिए शाह मोहम्मद सुलेमान की अध्यक्षता में एक अंतरिम समिति का गठन किया गया था। समिति में मानद महासचिव के रूप में होल्कर स्टेट (इन्दौर) के शिक्षा मंत्री श्री एच.बी. रिचर्डसन को एवं अन्य प्रमुख सदस्य के तौर पर डा. राजकुमारी अमृतकौर, प्राख्यात सांसद, श्री एन.जी. रंगा, श्री जे.बी. राजू, श्री एन.एम. जोशी, श्री रणजीत एम. चेतसिंह एवं बिरार (अब विदर्भ) की राजकुमारी को मनोनीत किया गया। तत्पश्चात् 2 दिसम्बर 1939 को भागलपुर में आयोजित द्वितीय अखिल भारतीय प्रौढ़ शिक्षा अधिवेशन में संघ के औपचारिक गठन एवं संघ के संविधान को स्वीकृति प्रदान किया गया। इस अधिवेशन में मुम्बई विश्वविद्यालय के तत्कालीन कुलपति प्रो. आर.पी. मसानी को संघ के प्रथम अध्यक्ष के रूप में मनोनीत किया गया। हम अपने आगामी अंकों में भारतीय प्रौढ़ शिक्षा संघ की सात दशक लंबी गौरवशाली एवं संघर्षपूर्ण यात्रा, जिन यशस्वी महापुरुषों, विद्वजनों एवं साक्षरता के पुरोधाओं के नेतृत्व में संघ ने यह यात्रा तय की तथा इस दौरान संघ के सफलता की कहानी से संबंधित तथ्यों को संकलित कर 'इतिहास के झरोखे से' शीर्षक नियमित स्तंभ के माध्यम से प्रकाशित करने जा रहे हैं। यह स्तंभ हम अपने प्रधान कार्यालय में स्थित ग्रंथालय में उपलब्ध दस्तावेजों के आधार पर तैयार कर रहे हैं। आपसे निवेदन है कि यदि संघ के इस 'सात दशक' लम्बी यात्रा से जुड़े कोई अनुभव, प्रसंग, संस्मरण या दस्तावेज आपके पास उपलब्ध हों जो इस प्रकाशन को और अधिक समृद्ध एवं तथ्यपूर्ण बनाने में सहायक हो सकते हैं तो कृपया हमें अवश्य प्रेषित करें।

## UN Literacy Decade sets direction for remaining years 2009-2012

Experts mapped out three major objectives which will guide literacy promotion for the remaining years of the UN Literacy Decade, tackle the challenge of raising literacy rates worldwide and give new opportunities to 776 million illiterate adults and 75 million out-of-school children. Sixty experts from five continents gathered at UNESCO, Paris to discuss a strategic action framework for the second half of the UNLD. Over three days, January 26-28, 2009 specialists from government, civil society, the private sector and multilateral organizations debated what strategies and actions will be needed to make the objectives reality. The Consultation agreed on three main thrusts: mobilizing stronger political commitment to literacy; reinforcing effective programme delivery; and harnessing new resources for literacy. Speaking at the High-Level Symposium which opened the Technical Consultation, Mr André Luiz de Figueredo Lázaro, Vice-Minister of Education of Brazil called on participants to ensure that illiterate people 'are not cast adrift' and appealed to governments everywhere to deliver on promises of literacy and basic education for all. Participants concluded with an emphasis on the need for urgent action on literacy so that no one is excluded from the knowledge society of the twenty-first century.

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# IAEA NEWSLETTER

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## INDIAN ADULT EDUCATION ASSOCIATION

### Bon Voyage



On the invitation of German Institute for Adult Education, Shri K.C. Choudhary, President, IAEA and Chancellor, International Institute of Adult and Lifelong Education is visiting Bonn, Germany from March 23-25, 2009 for an international meeting between the organizations concerning the

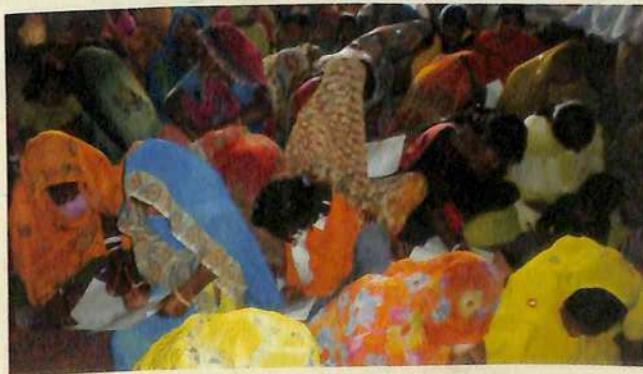
professionalisation of lifelong learning and the infrastructure of lifelong learning with a special emphasis on teacher training.

### Visit of IAEA Office Bearers to Udaipur

Shri K.C. Choudhary, President, Dr. Madan Singh, General Secretary and Shri A.L. Bhargava, Joint Secretary of IAEA visited Janardan Rai Nagar Rajasthan Vidyapeeth University, Udaipur on March 16-17, 2009. During their visit they had detailed discussion with the Patron of IAEA, Prof. B.S. Garg who is the Chancellor of the University, faculty members and field workers regarding the University's involvement in community development work in rural and tribal areas. They also visited some of the ongoing programmes in the villages. During the interaction with the faculty members, they also shared their experience in the relevant field.

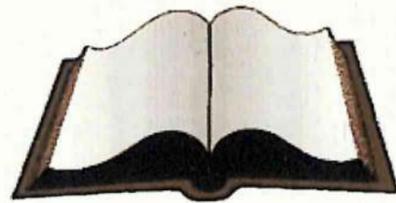
### IAEA has done CE Evaluation of Jhalawar

IAEA was assigned External Evaluation of the Continuing Education Programme of Jhalawar district in Rajasthan. The evaluation was conducted by a team of persons from IAEA headed by Shri Prem



Chand and Shri SC Dua, Consultants. The data was collected in six Panchayat Samitis (CD Blocks) of the district from March 4-9, 2009. Ten percent of the sample CECs and NCECs viz. 43 CE centres and 4 NCE centres were visited by the team. Detailed discussions were held with the District Officials, Block Coordinators, Preraks and Assistant Preraks. To get feedback relating to the functioning of the programme in different parts of the district, interviews were also conducted with the representatives of the village community, members of the village level committee for CE and other persons who were involved in the functioning of this programme.

## An Annotated List of Books and Articles



Prakash, Vijay. **Creative Learning: A Handbook for Teachers and Trainers.** New Delhi, Viva Books, 2008, 390p.

This book describes the basic concepts of education and suggests approaches and methods of their improvement. The phenomenal rise in the use of information marks the movement of the society into a new phase of socio-economic order. The challenge before us is to design an education system which may enable us to develop creativity in society so that we can acquire the ever-expanding base of information and apply it to the best use of humanity.

Soni, Jaspreet Kaur. **Women Empowerment: The Substantial Challenges.** New Delhi, Viva Books, 2008, 390p.

The book discusses future perspectives and challenges of women empowerment in India. India is poised to emerge as one of the most developed nations by 2020, more literate, knowledgeable and

economically at the forefront. No doubt, women will play a vital role in contributing to the country's development. Women power is crucial to the economic growth of any country. In India this is yet to meet the requirement despite reforms. Though India could well become one of the largest economies in the world, it is being hindered due to a lack of women's participation. This book is an effort to bring to the public a comprehensive view of the current scenario of women's emancipation.

Pandey, Vinod Kumar. **Child Labour in Hazardous Occupation: Problems and Prospects.** New Delhi, Sunrise Publications, 2008, 231p.

The book looks into some of the crucial aspects of child labour in the context of handmade carpet industry in Bhadohi, Mirzapur belt in eastern Uttar Pradesh. It describes the socio-legal provisions, the social background of householders supplying child labour, the socio-

economic conditions of working children, the health hazards and welfare measures in the concerned units.

Bandyopadhyay, Bimal Kumar. **Global Literacy Challenges.** New Delhi, Rajat Publications, 2008, 286p.

The book focuses upon education and illiteracy in the world today. The articles compiled in the documents explore the issues which need to be looking into vis-à-vis the global patterns of literacy, what it indicates and what actions need to be taken. The articles incisively explore the various facets of education propagation, particularly in the developing countries, evaluating literacy programmes, assessing their results and suggesting improvements. The book also makes an indepth investigation of what literacy and education entail in the current global context, taking into account present trends, developments and challenges.

SC Dua and Neha Gupta

### 'Akshar Jharkhand Foundation Lecture'



Since the formation of Jharkhand as a separate state in November 2000, Asian Development Research Institute (ADRI), State Resource Centre and Prabhat Khabar, a largest circulating vernacular daily of the state jointly organize 'Akshar Jharkhand' to honour the grass root literacy activists from all over the state. This forum has been created for advocacy and to involve the local intelligentsia for furtherance of literacy movement in the state.

Since 2006, a lecture series has been started under the title 'Akshar Jharkhand Foundation Lecture'. So far three such lectures have been organized in Ranchi. The fourth lecture in this series is delivered by Shri Bhaskar Chatterjee, IAS, Principal Adviser, Planning Commission, Govt. of India on March 17, 2009. The title of the lecture was "Continuing Education Concept and its Relevance for India".

## A Seminar on Religion, Terrorism, Tolerance and World Peace

A one-day Seminar on Religion, Terrorism, Tolerance and World Peace was organized by Indian Adult Education Association, Bihar State Branch on February 16, 2009 in collaboration with Maha Bodhi Society of

is the worst enemy for humanity and peaceful co-existence.

On this occasion Prof. M.N. Anjum, an academician, prominent social worker and award winner for her service in the field of

education and promotion of women literacy also spoke. She said that Islamic Jihad is now-a-days a highly misunderstood term.

Jihad means striving and contention of struggle against your own demon. It



stands for strenuous efforts towards an end doing something difficult. Jihad also is for self-control, self-refinement and even to struggle against exploitation, social injustice, inequality and violence but in a peaceful manner.

Others spoke in the seminar were Shri Dwariko Sundrani, President, IAEA, Bihar State Branch, O.H. Aranyaka, a scholar from UK, Prof. Subindu Singh, Shri Y.K. Saxena, Advocate, Allahabad High Court, Dr. Dhamma Virio Maha Thera, Ven. Ashok Vansh, Budha Gyan Ashram and Prof. Rabindra Pathak. Ven. P. Swalle Thero, Deputy General Secretary, MBSI and Ven. Tenzin Lama, Chief Monk, Tibbet Monastery and representative of H.H. the 14th Dalai Lama also blessed the participants.

### Director's Visit to Ranchi

On the invitation of Director, State Resource Centre, Ranchi, Dr. V. Mohankumar, Director, IAEA participated in the 'Akshar Jharkhand' Programme jointly organized by Prabhat Khabar, SRC and ADRI at Ranchi on March 17, 2009.

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India, Bodh Gaya Temple Management Committee and Inter-Faith Forum in the premises of MBSI Bodh Gaya. The participants of the seminar were academicians,

politicians, bureaucrats, religious leaders, social and community workers from Bhutan, India,

Indonesia, Japan, Korea, Sri Lanka, Thailand, Tibet, UK and USA.

Shri Nangzey Dorje, IAS, Secretary, BTMC in his address said that it is the religious, moral, social and constitutional duty of everyone to come closer and jointly create awareness among the common masses towards promotion of harmony leading to humanity and peace. He said that it is the bound and duty of everyone to fight terrorism and follow tolerance with the essence of compassion to achieve peace.

A theme paper was presented by Shri A.H. Khan, Vice President, Indian Adult Education Association. In his paper he dealt in depth regarding the core contents and real essence of all the major religions based on humanity and truth. He said the terrorism

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# Perspectives on Indian Adult Education

*The following is the transcript of an interview given by Professor S.Y. Shah, Vice Chairman, IAEA to the FM radio in Denmark. He visited Denmark as an Erasmus Mundus Scholar in October-December 2008.*

**Dr. Pedersen:** Thank you Professor Shah for agreeing to talk to us. I will ask a few general questions and you may freely share your observations for the benefit of our listeners. I have observed that India has made tremendous progress in the IT sector and billionaires are increasing in the country. Yet, I wonder why India has the largest number of non-literates in the world. What could be the reasons?

**Prof. Shah:** The number of non-literates is gradually decreasing. *The Census of India (2001) shows that the number of non-literates has declined during the last decade. Yet there are a massive number of nearly 300 million non-literates in the country. This is partly due to failure to universalize elementary education and partly because of the ineffectiveness of adult literacy programmes. Although India has succeeded in expanding school education, there are high dropouts and the quality of teaching also remains far from satisfactory. The success of literacy campaigns was not followed-up by effective post literacy programmes thereby paving the way for relapse of neo-literates into illiteracy. Currently India has started laying more emphasis on improving the quality of teaching and introduced mid-day meals to attract and retain children in schools. Besides, with the institutionalization of*

*adult education programme by establishing Continuing Education Centers, it is hoped that the progress would be faster. India is also trying to use ICT for the promotion of literacy. Asia's biggest software company- TATA Consultancy has designed computer based functional literacy programme and a Professor of Indian Institute of Management, Ahmedabad has developed an innovative programme called Same Language Sub-titling for teaching literacy through popular film songs telecast through the National television. With the concerted efforts of the state and civil society, the literacy scenario in India will change very soon.*

**Dr. Pedersen:** Currently you are in Denmark as an Erasmus Mundus Scholar engaged in teaching European Masters Programme in Lifelong Learning and researching on the European policies and programmes of Lifelong Learning. How did you get into the field of Adult Education?

**Prof. Shah:** *I entered this field about three decades back when I joined the National Council of Educational Research and Training as a Lecturer in Non formal Education. At that time India had just initiated a pilot project on non-formal education for rural development and I got a chance to work in that project located at Bhumiadhar near Nainital- a hill resort in north India. My eight years of developmental work at NCERT, took me to almost all the states in the country which helped me to gain insight into the educational problems.*

*I started wondering about the rampant illiteracy in the country and decided to study and focus more on the causes of illiteracy. Then, when Jawaharlal Nehru University from where I did my PhD, set up an Adult Education Unit, I applied and got selected as an Assistant Director of Adult Education. The University job opened up more avenues for research at several overseas universities of Toronto, Syracuse, Nottingham and Warwick. These visits and interactions with distinguished adult educators strengthened my resolve to focus on Adult Education.*

**Dr. Pedersen:** You have been a university teacher for long and may have had several observations on university adult education. What is the status of university adult education in India vis a vis other countries?

**Prof. Shah:** *As in other countries, Adult Education remains a marginal field of study in Indian universities. Hardly 20% of the universities (80 out of 400) are involved in Adult Education. Although 10 universities offer Masters programme in Adult education, they do not attract good students. During the Tenth Five Year (2002-07) when I served as an expert member of the Standing Committee of the University Grants Commission, I noticed that notwithstanding the financial support of the UGC to universities to open 20 new Departments of Adult Education, not more than five universities responded. Most of the university administrators were not interested in Adult Education.*

mainly due to personal biases and ignorance about Adult Education. There is a need to change the mind set of universities towards Adult Education. If the University Adult Educators undertake quality research and bring out excellent publications, I think, it may help to change the attitude of university community towards Adult Education.

**Dr. Pedersen:** You have been associated with Indian Adult Education for over three decades. Could you please tell us about the current scenario of Adult Education and some of the challenges and achievements and strengths and weaknesses?

**Prof. Shah:** India is one of the biggest democracies with over a billion people of whom about 70% are below the age of 35 years. Over the years, India has built a strong administrative machinery for the planning and implementation of Adult Education programmes comprising of National Literacy Mission at the federal level and State Literacy Missions at provincial levels and Literacy Committees at district levels along with several institutions like the Directorate of Adult Education, twenty six State Resource Centres for providing academic support to the programme. Besides there are nearly 221 Jan Shikshan Sansthan (Institutes of Peoples Education) for providing skill training to neo-literates and unemployed youth and eighty university departments which offer a variety of continuing Education courses at Masters and Doctoral level programmes and undertake research and evaluation. India has a vibrant NGO sector which has been involved in adult education activities. Indian Adult Education Association is one of the oldest and biggest professional organization keeping the flag of Adult Education flying high. In spite of the

well articulated policy of Sarva Shiksha Abhiyan (Education for All) and successful literacy campaigns, our literacy rate is only 64.84%. In absolute numbers, there are nearly 300 million non-literates. Imparting basic literacy to a massive number scattered in different parts of the country and speaking various languages is one of the challenges facing us. Added to this is the need to provide a meaningful continuing education to an increasing number of (about 110 million as on March 2008) neo-literates coming out of literacy programmes. There is not only a dearth of committed professionals to implement the programme but also inadequate supply of neo-literate reading materials. Innovations and use of ICT in Adult Education have been very minimal. Research and evaluations are very weak. Over and above, the funding for adult education is too insufficient and the political will has been fluctuating. Given the size of the country and limitations of resources, India has made steady progress in developing a well defined infrastructure for the planning and implementation of Adult Education programmes, setting-up a large number of Institutes of Peoples Education for imparting grassroots level skill training to youth and developed interesting ways of using ICTs like the television and computers for teaching literacy and innovative programmes like the Mahila Samakhya (women's empowerment) which have won international recognition.

**Dr. Pedersen:** I understand that India has a strong network of civil servants and some of them have done excellent work in the field of Adult Education. What are your observations on the role of bureaucracy in Adult Education.

**Prof. S.Y. Shah:** Yes, India has a

strong civil service. As you have mentioned, some of them have excelled in Adult Education. In fact, I have been closely following the functioning of the Director Generals of the National Literacy Missions since 1988. During the last two decades, there were six Director Generals and I got plenty of opportunities of personally interacting with most of them and observing their style of functioning and knowing their views through their talks and from their colleagues. I could classify these six DGs into two categories: The first category was those who had deep understanding and took keen interest in the programme and were easily accessible to literacy workers and worked like literacy missionaries. They were very articulate and had a non bureaucratic approach to the programme. They seem to derive great pleasure and pride in their work. The second category was those who functioned in a highly bureaucratic manner. For them Adult Education was just another government programme to be implemented as desired and directed by the Minister. They disposed of the files as and when they were submitted by their subordinates and had limited interaction with literacy workers. Minimum involvement with the programme and workers was their motto. Adult Education thrived during the tenure of the first category when, India received international recognition for Adult Education. The Director General being the key bureaucrat, it is natural that their leadership and enthusiasm matters most.

**Dr. Pedersen:** You are closely associated with Non Governmental Organizations in India, especially Indian Adult Education Association. How did you get involve with IAEA? What has been your role in IAEA and specific contributions to the field of Adult Education?

*Contd. on page no. 6*

**Prof. Shah:** I have had plenty of opportunities of visiting several NGOs in different parts of the country and studying their work. Apart from being a member of India Advisory Board of World Literacy of Canada and India Literacy Board, I continue to serve IAEA as a Vice President. My association with IAEA began when I started attending some of the programmes organized by the Association and delivering lectures in the Research Methodology courses and occasional seminars. Later, Mr. K.C. Choudhary, then General Secretary of IAEA entrusted me the work of planning and coordinating the academic programmes and extend help in editing the Indian Journal of Adult education. Subsequently, he provided me an opportunity to serve IAEA as a Vice President. In that capacity, I took active part in conceiving and coordinating national seminars and workshops on the Role of Media in Adult Education and Evaluation. During the course of my active involvement with the activities of the IAEA I felt that IAEA being one of the oldest and biggest organizations of Adult Educators in the country needs to play a more active role in the professionalisation of Adult Education not only at national level but also at international level. This, I felt could be better achieved through the establishment of an International Institute as an offshoot of IAEA. With the closure of the National Institute of Adult Education, there has been a vacuum. I discussed this idea over a relaxed lunch at India Habitat Center with Mr. Choudhary who not only welcomed the idea but also designated me as Honorary Director of the Institute to work out further details. I conceived the International Institute of Adult and Lifelong Education as an

autonomous, non profit and nongovernmental organization with the main aim of professionalizing Adult Education by strengthening and promoting Adult Education as a distinct field of practice and discipline of study. The Institute began functioning in December 2002, with an international seminar on Urban Literacy organized in collaboration with DFID, Uppingham Seminars, National Literacy Mission, Delhi State Resource Centre. Since then, the Institute has been actively pursuing several professional activities. I would like to mention the two important initiatives of the Institute viz. publication of an International Journal of Adult and Lifelong Education and organization of Prof. James A. Draper Memorial lectures which I conceived with the support of the Chancellor, Mr. K.C. Choudhary. Apart from this, I took the initiative of designing a professional development programme for the middle level functionaries of Adult Education through Open and Distance Learning mode with support of the UNESCO Institute of Lifelong Learning and University Grants Commission of India. The course materials were later accepted by the Indira Gandhi National Open University for developing a six month Diploma Programme. I have served as an expert member of Executive Committee and National Award committees of the National Literacy Mission of the Government of India and developed the techniques and tools for the evaluation of the State Resource Centers and did two pilot evaluations of the

State Resource Centers of Madhya Pradesh and Gujarat.

**Dr. Pedersen:** Lastly, I would like to know your experiences of living and learning in Denmark.

**Prof. Shah:** I have gained very rich and valuable experiences in Denmark. Danish people are considered to be the happiest in the world. I tried to find out what made them happy. Apart from the welfare system and very high standard of living, the people prefer to talk less and hardly interfere in others affairs. They are very conscious of their responsibilities and commitments. They trust everybody. The nation believes in honesty and self accountability of citizens. In education system, self learning is encouraged. They are true believers of Lifelong Learning.

## President of India Calls for More Opportunities to Women

On the International Women's Day on March 8, 2009, India's first woman President Smt. Pratibha Devisingh Patil called for more opportunities, encouragement and imparting of skills to women to secure their empowerment and ensure equal status. About her experience as a social worker for the past 47 years, she said that the biggest challenge that women faced was orthodox social order that forced them to remain in their homes when they should be out getting education and empowerment.



# Visit of Dr. Pramila Aggarwal to IAEA

Dr. Pramila Aggarwal, Professor, George Brown Community College, Toronto, Canada visited IAEA on March 6, 2009. She had preliminary discussion with Shri K.C. Choudhary, President, Prof. S.Y. Shah, Vice President and Dr. V. Mohankumar, Director regarding a course on Research Methodology in Adult Education shortly to be conducted by the International Institute of Adult and Lifelong Education.



जिला पीलीभीत  
(उ.प्र.) के विशेष  
साक्षरता अभियान  
(पी.आर.आई) के  
मूल्यांकन हेतु संघ  
नामांकित

जिला साक्षरता समिति पीलीभीत (उ.प्र.) ने जिले के विशेष साक्षरता अभियान (पी.आर.आई) के बाह्य मूल्यांकन हेतु भारतीय प्रौढ़ शिक्षा संघ को नामांकित किया है। संघ का मूल्यांकन दल दिनांक 17 से 25 मार्च 2009 को जिले के चार शहरी क्षेत्रों सहित सात प्रखण्डों का मूल्यांकन करेगा।

## इतिहास के झरोखे से

2 दिसम्बर 1939 को द्वितीय अखिल भारतीय प्रौढ़ शिक्षा अधिवेशन भागलपुर में संघ के प्रथम अध्यक्ष मुम्बई विश्वविद्यालय के कुलपति डॉ. आर. पी. मसानी की अध्यक्षता में आयोजित किया गया। इस कार्यालय के लिए श्रीमती विजयालक्ष्मी पंडित, बरार (विदर्भ) की राजकुमारी, डॉ. सय्यद महमूद (शिक्षामंत्री विहार), श्री ए.एन.बासु, श्री सी.जे. वारके एवं श्री एन.जी. रंगा (सांसद), उपाध्यक्ष।

मानद महासचिव श्री रणजीत चैतसिंह (सन् 41 में श्री एस. एम. मरुचा ने पदभार ग्रहण किया) संयुक्त सचिवगण श्री पी. एम. गोपाल कृष्णन, श्री एन.एल. कितरू, कु. जी. गोखले, श्री बी.सी. मुखर्जी एवं श्री बी. सूर्यनारायण राव को सन् 1942 तक की कार्यकारिणी के लिए मनोनीत किया गया। इस अधिवेशन में संघ में महिलाओं की भागीदारी सुनिश्चित करने के तीन प्रस्ताव पारित किये गए। यह भी पारित किया गया कि इंडियन जरनल ऑफ एडल्ट ऐजुकेशन का एक भाग महिलाओं से जुड़ी समस्याओं एवं इस क्षेत्र में उनके प्रयासों को समर्पित किया जाए।

अधिवेशन में विश्व साक्षरता संघ सहित देश में कार्यरत श्रमिक साक्षरता संघ, शिक्षा एवं साक्षरता के क्षेत्र में कार्यरत विभिन्न संगठनों से

सामंजस्य स्थापित किया जाए।

27 दिसम्बर 1942 को इन्दौर में तृतीय अखिल भारतीय प्रौढ़ शिक्षा अधिवेशन में इलाहाबाद विश्वविद्यालय के कुलपति डॉ. अमरनाथ झा को अध्यक्ष के रूप में निर्वाचित किया गया। उपाध्यक्षगण के रूप में इन्दौर की राजकुमारी, कुचबिहार के महाराजा, डॉ. सय्यद महमूद, सर तेजबहादुर सप्रू, श्री जे.एल.पी. रोची विक्टोरिया, सर मोरिस एवं श्री ए.एन. बसु को चुना गया श्री एन. के. मुखर्जी महासचिव एवं श्री एच.बी. रिचर्डसन (शिक्षामंत्री होल्कर इस्टेट) कोषाध्यक्ष, संयुक्त सचिव - श्रीमती सावित्री राजन, श्री पी. एम. गोपाल कृष्णन, श्री मुमताजुद्दीन, श्री बी.सी. मुखर्जी, श्रीमती कुलसुम संयानी एवं श्री आर. एम. चेतसिंह चुने गए।

कार्यकारिणी सदस्य के रूप में श्री के.जी. सयिदेन, श्री बी.एम. श्रीकान्ता, श्री टी. पी. फनार्डिस, श्री जे.बी. राजू, श्री टी.जी.आर. गोपाल एवं श्री आर.डी. चौकसे चुने गए।

29 दिसम्बर 1946 को सूचना एवं प्रसार माध्यमों की प्रौढ़ शिक्षा में भूमिका विषय पर चतुर्थ अधिवेशन त्रिवेन्द्रम में आयोजित किया गया। अधिवेशन की अध्यक्षता भारत सरकार के तत्कालीन शिक्षा सचिव श्री के. जी. सयिदेन ने की। अपने वक्तव्य में उन्होंने विभिन्न देशों का

उदाहरण देते हुए कहा कि सूचना एवं प्रसार माध्यम प्रौढ़ शिक्षा के लिए एक सशक्त माध्यम हो सकता है। उन्होंने विभिन्न देशों में प्रेस, समाचार पत्र, रेडियो कार्यक्रम, वृत्तचित्रों का उदाहरण देते हुए कहा कि हम अपनी सांस्कृतिक धरोहर एवं प्रौढ़ शिक्षा के कार्यक्रमों को सूचना एवं प्रसार माध्यमों से प्रभावी रूप से फैला सकते हैं। उस समय की सबसे ज्वलंत समस्या सामाजिक संघर्ष के संदर्भ में भी उन्होंने साक्षरता कर्मियों से आह्वान किया कि आपसी भाईचारे एवं सहिष्णुता के लिए प्रौढ़ साक्षरता को एक सशक्त माध्यम के रूप में इस्तेमाल किया जाना चाहिये। अधिवेशन में एक प्रस्ताव के माध्यम विभिन्न प्रकाशनों से प्रौढ़ शिक्षा के लिए सरल-प्रौढ़ साहित्य प्रकाशित करने की अपील की गई।

इस कार्यकाल की कार्यकारिणी में अध्यक्ष डा. अमरनाथ झा, वरिष्ठ उपाध्यक्ष के रूप में श्री सरदार समपूरन सिंह, श्री रणजीत एम. चैतसिंह-मानद-महासचिव, श्री आर.के. बलवीर, संयुक्त सचिव - कुमारी एम.एन. सीताअम्मा, श्री बी.सी. मुखर्जी, श्री वेंकटारमय्या चुने गए। कार्यकारिणी सदस्यों में प्रमुख रूप से श्री हंसराज गुप्ता, श्री वी.एस. माथुर, श्री शफीकुर्रहमान किदवाई आदि को चुना गया।

## जन शिक्षण संस्थान पीलीभीत – प्रगति के पथ पर

दिनांक 25-26 फरवरी 2009 को भारतीय प्रौढ़ शिक्षा संघ के सहायक निदेशक श्री राजेश चौधरी जिला साक्षरता समिति, पीलीभीत के आमंत्रण पर पीलीभीत



जिले के पी.आर.आई. मूल्यांकन की चर्चा हेतु पीलीभीत गए थे। यात्रा के दौरान उन्होंने जन शिक्षण संस्थान पीलीभीत के निदेशक डा. उमाशंकर सिंह से सौजन्य भेंट

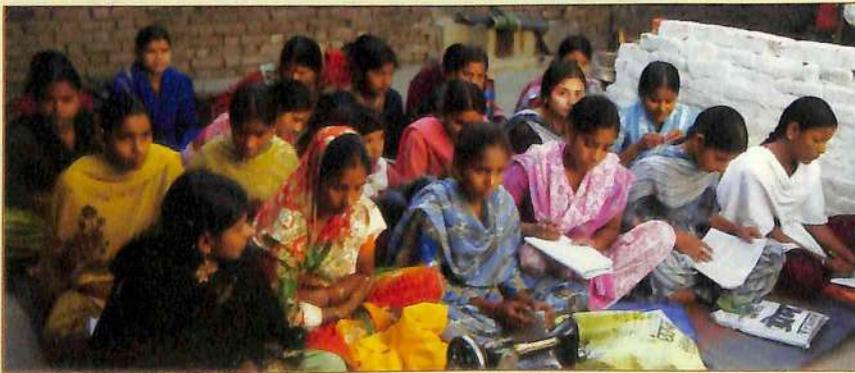
की एवं जन शिक्षण संस्थान का अवलोकन किया। इस अवसर पर संस्थान के निदेशक डा. सिंह ने संस्थान द्वारा संचालित विभिन्न गतिविधियों एवं कार्यक्रमों के बारे में श्री चौधरी को विस्तार से

बतलाया। डा. सिंह ने बतलाया कि संस्थान जिले में लगभग 40 केन्द्रों के माध्यम से 50 से अधिक व्यवसायिक प्रशिक्षण कार्यक्रम संचालित कर रहा है, इनमें से आधे से अधिक कार्यक्रमों को साक्षरता के साथ जोड़कर संचालित किया जा रहा है। वर्तमान में नर्सरी टिचर्स ट्रेनिंग, जर-जरदोजी, मोबाईल फोन रिपेयर, कम्प्यूटर हार्डवेयर कोर्स सहित 50 व्यवसायिक प्रशिक्षण कार्यक्रमों में जो 1 वर्ष/6 माह/3 माह अवधि के हैं, में लगभग 1200 प्रशिक्षणार्थी प्रशिक्षण प्राप्त कर रहे हैं। डा. सिंह ने

बतलाया कि प्रशिक्षणार्थियों के चयन में पूर्ण पारदर्शिता रखी जाती है।

संस्थान के निदेशक के अनुग्रह पर श्री चौधरी ने एक कार्यक्रम में ब्यूटी-कल्चर की प्रशिक्षणार्थी को किट वितरण करते हुए कहा कि जन शिक्षण संस्थान पीलीभीत की गतिविधियों को देखकर मैं अभिभूत हूँ, यह मेरे लिए एक सुखद अनुभव है। संस्थान अपनी स्थापना को सार्थक सिद्ध कर रहा है जिसके लिए संस्थान की प्रबंध समिति, निदेशक एवं स्टाफ प्रशंसा एवं साधुवाद के पात्र हैं।

संस्थान के निदेशक के साथ श्री चौधरी ने नौगावा पकड़िया में संचालित सिलाई-कढ़ाई प्रशिक्षण केन्द्र का भी अवलोकन किया और पाया कि यहां पर सिलाई के साथ साक्षरता कक्षाएं भी संचालित हो रही हैं। श्री चौधरी ने प्रतिभागी महिलाओं से चर्चा की एवं उन्हें प्रदत्त प्रशिक्षण के बारे में जाना। इस दौरान कार्यक्रम अधिकारी श्री इकराम अशरफ,



सहायक कार्यक्रम अधिकारी कु. सरिता वर्मा एवं केन्द्र प्रशिक्षक श्रीमती राजकुमारी ने गतिविधियों के बारे में विस्तार से बताया।

संस्थान के निदेशक डा. सिंह ने बतलाया कि जन शिक्षण संस्थान ने अपने निर्धारित लक्ष्य (2008-09) को लगभग पूर्ण प्राप्त कर लिया है। शेष मार्च 2009 तक पूर्ण प्राप्त कर लिया जाएगा। वर्ष 2009-10 के लिए कार्यक्रमों को कार्यक्रम निर्धारण समिति द्वारा अनुमोदन भी प्राप्त हो गया है।

## A Seminar on Adult Education

Indian Adult Education Association, Karnataka State Branch, Dharwad organized a one-day Seminar on Adult Education on February 26, 2009 in collaboration with K.R. Bellad Arts and Commerce College, Mundargi. Three speakers spoke on different aspects of Adult Education. They were Shri G.S. Hegade, Basavanakatti, Sirsi on Continuing Education, Shri A.Y. Navalagund, Mundargi on Adult Education - Role of College Students and Smt. G.S. Hasabi, Mundargi on Women and Adult Education. Each lecture was followed by a discussion.



Indian Adult Education Association wishes all the readers a very "Happy Holi".



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# IAEA NEWSLETTER

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INDIAN ADULT EDUCATION ASSOCIATION

## General Secretary, IAEA attended a meeting at Dayalbagh Deemed University



After receiving the report of the meeting from Dr. Madan Singh, Prof. Poornima Jain, Head of the Department of Sociology and Political Science presented two books to Dr. Singh as a gift from the Dayalbagh Deemed University.

The Department of Sociology and Political Science, Faculty of Social Sciences, Dayalbagh Deemed University organized a two-day meeting at the University campus, Agra on March 24-25, 2009 to discuss about the necessary changes to be incorporated in the curriculum for the two years Post-Graduate Diploma in Environmental Education. The meeting was convened by Prof. Poornima Jain, Head of the Department of Sociology and Political Science.

On the invitation of Prof. V.G. Dass, Director-cum-Vice Chancellor, Dayalbagh Deemed University, Dr. Madan Singh, General Secretary, IAEA attended this meeting as an external expert. Apart from attending the meeting he also had a detailed discussion with the Director with

regard to the curriculum content.

The experts who attended the meeting desired that more emphasis should be given to practical and project work so that it helps in the placement of students after obtaining their diploma certificate. The experts also divided the course contents in ten units. The five units for the first year include Environment and Ecology, Environmental Education, Research Methodology and System Analysis, Environmental Pollution and Practical. For the second year the units include Environmental Law, Energy and Environment, Disaster

Management, Modern Social Ecology and Project Work.

### Shri Jagmohan Singh is the new DG, NLM

Shri Jagmohan Singh Raju, an officer of Indian Administrative Service has joined the Ministry of Human Resource Development, Govt. of India, Department of School Education and Literacy as Joint Secretary (Adult Education) & Director General, National Literacy Mission on March 16, 2009. He is an officer of 1985 batch and belongs to Tamil Nadu cadre. Before joining his new posting, he was Resident Commissioner for the Govt. of Tamil Nadu in New Delhi.

## IAEA has done PRI Evaluation of Pilibhit (U.P.)



IAEA has done External Evaluation of Project Residual Illiteracy (PRI) of Pilibhit district in Uttar Pradesh from March 18-24, 2009. The evaluation was conducted by a team of persons from IAEA headed by Shri Prem Chand, Shri SC Dua, Consultants and Shri Rajesh Choudhary, Assistant Director. The data was collected in 49 villages of seven Blocks and three urban areas of Pilibhit, Puranpur and Bisalpur municipal areas. Seven

percent of the sample learners who had completed Primer-III were administered the tests. Data also has been collected through interview schedules from Panches / Sarpanches, District Coordinator, KRPs, MTs, Block Coordinators, Nyay Panchayat Resource Coordinators and VTs.

At the end of field work, the District Magistrate and Chief Development Officer were briefed about the outcome of the field study.



## ASEM Education and Research Hub for Lifelong Learning

The ASEM LLL Hub was established as the result of a preparatory work for ASEM IV Heads of State Submit in Copenhagen 2002. Three working groups were established to examine the possibilities for a stronger cooperation between Asia and Europe in the field of lifelong learning, including an analysis of how lifelong learning has developed in Asia and Europe in terms of how different concepts of learning and education have managed to involve and attract the most vulnerable groups of society. This initiative to establish the ASEM LLL Hub was welcomed at the ASEM V Heads of State Submit in Hanoi in 2004 and further supported at the ASEM VI Heads of State Submit in Helsinki in 2006.

ASEM Education and Research Hub for Lifelong Learning (ASEM LLL Hub) is an umbrella network of Asian and European Universities, striving for excellence of research in the field of lifelong learning, and wishing to further pursue excellence by learning from each other, carrying out joint comparative research as well as supporting researcher and student exchange. The aim is to carry out evidence based and contextualised educational research in lifelong learning and to establish an annual meeting place for researchers, practitioners and policymakers, in order to strengthen opportunities for research oriented educational reform.

A three-day meeting of the partner agencies convened by German Institute for Adult Education (DIE) was held at Bonn, Germany from March 24-26, 2009 in which Shri K.C. Choudhary, President, IAEA and Chancellor, IIAE participated. The representative from Pakistan was Ms. Shaheen Attiq-ur-Rehman, Vice President, BUNYAD Foundation, Lahore.

The programme on the first day started with the welcome speeches by Prof. Dr. hc Ekkehard Nuissl von Rein, Dr. Regina Egentenmeyer-Neher. Mona Pielorz of German Institute of Adult Education presided over the meeting. It followed by institutional seminar - presentations on Professionalisation of Lifelong Learning in India, Pakistan and Germany. The participants had also a meeting with the Directors of the German Institute for Adult Education, representatives of the Ministry of Research and Education, InWent and DVV International. The participants also had a meeting with the researchers of the German Institute for Adult Education in which presentations were made on different projects. The International Institute of Adult and Lifelong Education of Indian Adult Education Association has been invited to jointly conduct research work.

# National Seminar on Developing Work-Force-Life Span Approach to Career

Changes in the field of work driven by the fast pace, technology and globalization, have increased the role of Career Guidance. People of all the ages today are increasingly faced to manage their career throughout life. The field of Career Guidance today has taken up the challenges of renewed training of professionals and counseling and information to persons on the verge of retirement.

The traditional employment or the occupation system is changing dramatically. Full employment system is no longer a viable option for most organizations. To explore the new career options in the changing world of work, the Department of Adult, Continuing Education and Extension, University of Delhi organized a two day National Seminar on Developing Work Force-Life Span Approach to Career on March 13-14, 2009. Prof. N. K. Chadha, Head of the Department was the Course Director in which sixty five teachers of the various Universities and Colleges and also

Research Scholars of the Department participated. The Seminar was sponsored by the University of Delhi.

Prof. N. K. Chadha welcomed the participants and introduced the topic. Ms. Aruna Sharma, IAS, Director General, Doordarshan was the Chief Guest and Prof. Gireswar Mishra, Department of Psychology, University of Delhi presented the keynote address.

Dr. Rajesh, Dr. V. K. Dixit, Sr. Lecturers of the Department, Shri. V. K. Verma, Head, HR, Tata consultancy, Dr. Ravindra Singh, Indian Council of Medical Research, Prof. Sanjay Wadhwa, Department of Physical Medicine and Rehabilitation, AIIMS and Prof. Amulya Khurana, Deptt. of HSS, IIT presented the papers and chaired various sessions in the seminar.

On this occasion, a book titled "Readings in Lifelong Learning" edited by Prof. N. K. Chadha was released by the Director General, Doordarshan.

—Dr. Rajesh

## Joint Workshop of SRC, JSSs and CEP

A two-day workshop was organized by SRC, Chennai on March 19-20, 2009 at Thiruvarur in collaboration with JSS Thiruvarur. Officers of SRC, Directors/ Programme Officers of Jan Shikshan Sansthan and District Project Coordinators of CE districts participated in the workshop. The objective of the workshop was to review the programmes and activities of CE districts and Jan Shikshan Sansthan including collaborative programmes and to prepare a draft action plan for



which generated a lot of discussion. The workshop was a successful one as it benefited all the three institutions working in the field for a common cause.

2009-10. In this workshop the participants shared their experiences and suggested new avenues for quality improvement of the programmes. Model action plans were prepared in groups and presented in general session

# Personality Development Programme for the Vocational Resource Persons



Jan Shikshan Sansthan, Bangalore conducted a Personality Development Programme for the Resource Persons of different vocational courses. The objective of the programme was to enhance the efficiency of the Resource Persons. The programme was conducted on 25-03-2009 at Sree Shivarathri Rajendra Chinthana Mantapa, JSS Institutions, Bangalore, and it was inaugurated by Ms. H.G. Shobha, Member, Board of

Management, Jan Shikshan Sansthan, Bangalore.

The entire programme was divided into two academic sessions. In the first session, teaching skills and interpersonal relationship were discussed. In the second session, time management, self-confidence and self-resource subjects were discussed. The discussion was conducted with the help of PowerPoint presentations, video clippings and case studies which enhanced the effectiveness of the programme. Shri Jayaprakash Nagathihalli, a renowned trainer in the field of Human Resource Development was the Resource Person for this training.

Feedback was collected at the end of the programme and the participants stated that the training was useful and given them a lot knowledge to improve their performance. In all 65 Vocational Resource Persons attended the programme.

**- S. Rajappa**  
Director, JSS  
Bangalore

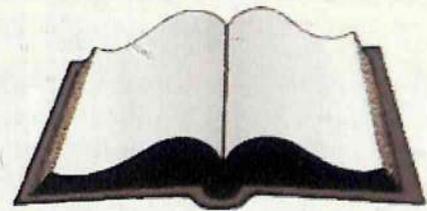
## DANISH TEAM VISITS IIALE

Professor Lis Hemmingsen, Course Leader of the European Masters Programme in Lifelong Learning, Danish School of Education, Denmark and Dr. Ole Henckel, European Officer of Erasmus Mundus Programme, Danish School of Education, Denmark visited the International Institute of Adult and Lifelong Education and held discussions with the Chancellor Shri K.C. Choudhary and his colleagues

on March 23, 2009 in connection with the planning of collaborative projects and programmes between the Danish School of Education and the International Institute. Subsequently, they participated in a brainstorming session on designing the curriculum for a short course on Research Methodology and Recent Developments in Adult and Lifelong Learning to be organized at New Delhi in the

month of October 2009. The session was chaired by the Chancellor and the members gave valuable inputs into the course design. The following experts attended the meeting viz; Dr. Madan Singh, Professors S.Y. Shah, R.M. Kalra, N.K. Ambasht, C.J. Daswani, Anita Dighe, Mridula Seth, C.S. Nair, Lakshmi Reddy, Dr. V. Mohankumar, Smt. Kusum Vir, Dr. A. Mathew, Dr. Rajesh and Shri Prem Chand.

# An Annotated List of Books and Articles



Chauhan, Poonam S. **Women and Development in India: A Balance Sheet.** New Delhi: Commonwealth Publication, 2009. 289p.

The volume examines the status of women in general, and women workers in particular from different angles and indicators. The volume first discusses about the concept of gender and process of differentiation between men and women in the realm of society, economy and polity. The volume also discusses women's participation in employment and examines women workers' share in different occupations and analyses the implication of employment on living standard of women. The volume also suggests policy guidelines which may help enhance the overall development of women in general and women workers in particular.

Gunasekaran, S. **Determinates of Infant and Child Mortality in Rural India.** Delhi: Kalpaz Publication, 2008. 322p.

The book is based on the NFHS-I data and focus on the differentials and determinants of infant and child mortality among three different under 5- Mortality Groups of states in rural India. The book first deals with the differentials in the housing characteristics, fertility behaviour of women, utilization of maternal care services, immunization and breast feeding practices and nutritional status of children among the three mortality group of states. In the next stage, the levels, trends and differentials in infant and child mortality among the three mortality group of states are presented in detail. In the final stage multivariate analysis has been carried out to assess the effect of various socio-economic and maternal care variables on infant and child mortality in rural India.

Unesco. **Gender Policy and Practice in HIV&AIDS and Education- Booklets 1, 2, 3 (2nd edition) and 4 & 5 (new).**

Bangkok, Unesco, 2009.

The booklets are intended for a wide audience and are based on a review of published and unpublished literature, programme activities (undertaken primarily but not exclusively by UNESCO) and case studies. They aim to highlight issues and lessons learned from HIV and AIDS programme implementation by the education sector and suggest policy and programming strategies and actions in less developed countries.

#### *Booklet 1 - Overview*

This booklet provides an overview of why HIV and AIDS are important issues for the education sector, identifies weaknesses in current policy and programming, and highlights gaps.

#### *Booklet 2 - HIV & AIDS and Safe, Secure and Supportive Learning Environments*

This booklet discusses issues affecting learners in the context of HIV and AIDS, including rights and access to education, protection, knowledge and skills, and care support.

#### *Booklet 3 - HIV & AIDS and Educator Development, Conduct and Support*

This booklet discusses issues affecting educators in the context of HIV and AIDS, including training, conduct, and care and support.

#### *Booklet 4 - Partnerships in Practice*

This booklet concentrates on the role and importance of strategic partnerships in developing education sector responses to HIV and AIDS.

#### *Booklet 5 - Effective Learning*

This booklet focuses on the topic of effective learning using illustrative examples.

Unesco. **HIV Preventive Education Information Kit for School Teachers.** Bangkok, Unesco, 2008.

The document discusses basic facts

about HIV and AIDS, analysis, HIV and AIDS in the Asia-Pacific Region and the impact of HIV on Families, Communities and Schools. The Role of Schools in Responding to HIV/AIDS and preventive education is also discussed. The International Commitments on HIV and AIDS are presented. Special theme sheet on Women and Girls, Men Who have Sex with Men, Injecting Drug users and Orphans and Vulnerable Children. It further discuss problem of these four sectors of population, linking schools to HIV and AIDS related services.

- SC Dua and Neha Gupta

## World Book and Copyright Day

23 April is a symbolic date for world literature for on this date in 1616, Cervantes, Shakespeare and Inca Garcilaso de la Vega all died. It is also the date of birth or death of other prominent authors such as Maurice Druon, Haldor K.Laxness, Vladimir Nabokov, Josep Pla and Manuel Mejía Vallejo.

It was a natural choice for UNESCO's General Conference, held in Paris in 1995, to pay a world-wide tribute to books and authors on this date, encouraging everyone, and in particular young people, to discover the pleasure of reading and gain a renewed respect for the irreplaceable contributions of those who have furthered the social and cultural progress of humanity. In this respect, UNESCO created both the World Book and Copyright Day and the UNESCO Prize for Children's and Young People's Literature in the Service of Tolerance.

## He is a prisoner yet an active literacy volunteer

Persons who are active in literacy programme and work silently in different corners of remote villages are normally not noticed or recognized. But State Resource Centre, Ranchi through their



network search for such persons and felicitate them in the annual function. Akshar Jharkhand Programme organized by SRC on March 17, 2009 at Ranchi was a successful one as it awarded three bureaucrats with Akshar Ratna Samman, five Secretaries of District Literacy Committees with Akshar Shree and 27 Volunteer Teachers with Swayam Sevak Samman for their outstanding work in the field of adult education. Everyone clapped when Shri Dharmendra Manjhi, a prisoner of Birsa Munda Central Jail received the award for his extraordinary work to make 30 inmates literate inside the jail. In the photo Shri Manjhi receives the award from Shri Bhaskar Chatterjee, Principal Adviser, Planning Commission, Govt. of India.

## Joint Meeting of Sub-Missions of NLM

In pursuance of the decision taken by the Executive Committee of NLMA in its meeting on November 25, 2008, five sub-Missions have been constituted to formulate recommendations for implementation in XI Five Year Plan. The sub-Missions are :

1. Social Mobilization, Environment Building and Convergence (Chairperson : Prof. Sachidanand)
2. Curricular Equivalency

- (Chairperson : Prof. Anita Rampal)
3. Pedagogy and Training (Chairperson : Prof. Denzil Saldanah)
4. Communication and Media (Chairperson : Shri Avik Ghosh)
5. Monitoring, Evaluation and Assessment (Chairperson : Shri Vinod Raina)

A joint meeting of the sub-Missions was held on March 27, 2009 at National University of Educational

## UGC Guidelines for Lifelong Learning and Extension during XI Five Year Plan

University Grants Commission has put in its website ([www.ugc.ac.in](http://www.ugc.ac.in)) a detailed guidelines Lifelong Learning and Extension during the XI Five Year Plan period. Some of the highlights of the guidelines are:

- The approach during XI Plan period would be not only to continue the ongoing programme initiated during the earlier Five Year Plans but also to consolidate them and expand them to cover new universities and select colleges. All the different programmes initiated earlier under various terminologies will be reformulated and developed as lifelong learning programmes.
- Emphasis would be laid on expanding the scope of adult education as lifelong learning and improving its quality and developing it as a Discipline of Study and Field of Practice.
- Concerted attempts would be made to expand the programme by covering atleast 50% of the universities in the country. The universities will be encouraged to develop specific programmes keeping in view the expertise of the faculty and local needs.
- Priority would be given to introduce the programme in the 100 districts with low literacy among the SC and ST identified by the NLM.
- To encourage excellence and specialization, some of the departments of lifelong learning will be designated as centres of excellence and will be given liberal grants.
- National Professorship and Fellowship in Lifelong Learning will be instituted with a view to encourage eminent scholars to pursue their research and publications and expand the knowledge base which are sine qua non for developing the discipline of lifelong learning.
- Main programmes and activities would include Teaching, Training and Research, Lifelong Learning Programmes, Extension (including Counseling, Career Guidance and Placement Assistance to Students), Publication (including e-content development, Population Education, etc.).

Planning and Administration, New Delhi to share the progress made so far by the Missions in formulating the recommendations and suggestions. The meeting was chaired by Smt. Anshu Vaish, Secretary, Department of School Education and Literacy. Shri Jagmohan Singh Raju, Joint Secretary (AE) & DG, NLM, officers of the Ministry and Directorate of Adult Education were also present in the meeting.

## Pearl Jewellery Making Training for Raichur JSS Beneficiaries

Jan Shikshan Sansthan, Raichur conducted a two months Handicrafts - Horn, Bone, Cotton based Jewellery course during the

of the customers demand Pearl Jewellery. Hence, in order to upgrade their skills, JSS again organized a one month residential training programme at Hyderabad from March 2-30, 2009 with the help of National Institute of Rural Development (NIRD), Rural Technology Park (RTP). The beneficiaries were given free training and accommodation. Parent organization of JSS, SEVA took the responsibility of providing food and transportation charges.



On the last day of the training Pearl Jewellery designed by the beneficiaries were exhibited.

year 2007-08. After the training was over, the beneficiaries started production and marketing the Jewellery products in a small way. In the feedback, it was found that most

Sadanand. M.P.  
Director  
JSS, Raichur

Director, IAEA  
attended a  
meeting at  
NCERT

Dr. V. Mohankumar, Director, IAEA attended a one day meeting at NCERT convened by the Department of Education in Social Sciences and Humanities, Project Finance and Monitoring Committee (NPEP) on April 9, 2009 to review the components of the scheme on quality improvement in schools namely National Population Education Project.

## इतिहास के झरोखे से

स्वतंत्रता के पश्चात् 29 दिसम्बर 1947 को शिवा (म.प्र.) में पंचम अखिल भारतीय प्रौढ़ शिक्षा अधिवेशन हुआ। श्री पी.एम. सप्रू ने अधिवेशन में अध्यक्षीय सम्बोधन दिया। उन्होंने महिला साक्षरता के संदर्भ में अपील करते हुए कहा कि महिलाओं को साक्षरता एवं सांस्कृतिक विकास के लिए समान अवसर प्रदान किये जाना चाहिये।

30 दिसम्बर 1948 को छठा अखिल भारतीय प्रौढ़ शिक्षा अधिवेशन पुस्तकालय विज्ञान के पितामह श्री एस.आर. रंगनाथन के अध्यक्षीय उद्बोधन से प्रारम्भ हुआ। अपने उद्बोधन में श्री रंगराजन ने तत्कालिन वैश्विक परिस्थियों का उल्लेख करते हुए प्रौढ़ शिक्षा के नए आयामों की स्थापना पर जोर दिया। उन्होंने प्रौढ़ शिक्षा हेतु मानव संसाधनों के उचित दोहन पर बल देने की बात कही। श्री रंगराजन ने स्कूलों, पुस्तकालयों एवं सामाजिक केन्द्रों के साथ-साथ शिक्षा से जुड़े संगठनों एवं व्यक्तियों को साथ लेकर चरणबद्ध रूप से प्रौढ़ शिक्षा कार्यक्रम चलाने की कार्ययोजना पर विस्तार से प्रकाश डाला।

इस अधिवेशन में डा. जाकिर हुसैन (पूर्व

राष्ट्रपति), श्री के.जी. सयिदेन, श्री रणजीत एम. चैतसिंह, श्री उमाचरण पाटनिक, श्री जे.एल.पी. रोची विक्टोरिया, श्री ए.एन. बसु एवं श्री टी. मथैया गोडा, वरिष्ठ उपाध्यक्षगण पद के लिए निर्वाचित किये गए।

डॉ. एस.आर. रंगनाथन मानद-महासचिव एवं श्री वी.एस. माथुर को कोषाध्यक्ष, मुख्यालय सचिव - श्री एस.सी. दत्ता एवं सयुक्त सचिव सर्वश्री बी. एम. कपाड़िया, ए.जी. विल्वा रॉय, एम.जी. द्रविड़, एन.एल. कितरू एवं श्री एम.जे. कनिटकर, निर्वाचित किये गए। कार्यकारिणी सदस्यों में सर्वश्री शफीकुर्रहमान किदवाई, ए.जी.शर्मा, आर.डी. चौकसे, के. पी. त्रिपाठी, जी. हरिसर्वोत्तमा राव, जे. डब्ल्यू. रासालम, पी.एम. गोपालकृष्णन, डब्ल्यू. जी. इग्लैंडटन एवं राजेन्द्र नारायण निर्वाचित किये गए।

सप्तम अखिल भारतीय प्रौढ़ शिक्षा अधिवेशन 30 दिसम्बर 1950 को हैदराबाद में आयोजित किया गया। अधिवेशन की अध्यक्षता करते हुए प्रख्यात शिक्षाविद् श्री शफीकुर्रहमान किदवाई ने स्वतंत्रता के बाद दिशाहीन हो रहे साक्षरता आंदोलन पर चिन्ता व्यक्त करते हुए कहा कि लोगों के बीच जनशिक्षा, सामाजिक शिक्षा एवं प्रौढ़ शिक्षा को लेकर भ्रम की स्थिति उत्पन्न हो गई है। आज प्रौढ़ शिक्षा को पुनः परिभाषित एवं संभावनाओं पर विचार

करना नितांत आवश्यक है। श्री किदवाई ने कहा कि अब जनता को साक्षर कर देना भर पर्याप्त नहीं है। हमें उन्हें उनके सामाजिक एवं राजनैतिक अधिकारों से भी आबद्ध करना है। अपनी चिन्ता व्यक्त करते हुए उन्होंने कहा कि आर्थिक आभाव के चलते कहीं ऐसा न हो कि पूर्व वर्षों में साक्षरता के लिए किए गए कार्य एवं प्रयास व्यर्थ हो जाए।

अधिवेशन में एक प्रस्ताव के माध्यम से केन्द्र सरकार एवं राज्य सरकारों से प्रौढ़ शिक्षा कार्यक्रम हेतु पर्याप्त एवं नियमित बजट की व्यवस्था करने की अपील की गई। सन् 1950 की इस कार्यकारिणी में डा. अमरनाथ झा, अध्यक्ष, डा. जाकिर हुसैन, श्री के.जी. सैयिदेन, डा. वी.एस. झा-उपाध्यक्ष, सर्वश्री ए. आर. देशपाण्डे, एस.सी. दत्ता एवं एस.सी. महापात्रा, संयुक्त सचिव सर्वश्री शफीकुर्रहमान किदवाई, ए.एन. बसु, वी.एस. माथुर एवं श्री निवास राव सहित अन्य चार शिक्षाविदों को कार्यकारिणी सदस्य के रूप में मानोनीत किया गया।

संघ द्वारा 15 से 26 दिसम्बर 1950 को पहला राष्ट्रीय परिसंवाद - "The Organisation and Techniques for the Liquidation of Illiteracy" विषय पर जबलपुर (म.प्र.) में आयोजित किया गया।

## विश्वविद्यालय और जन शिक्षण

जनार्दनराय नागर राजस्थान विद्यापीठ के चांसलर प्रो. भवानी शंकर गर्ग के आमंत्रण पर भारतीय प्रौढ़ शिक्षा संघ, नई दिल्ली के अध्यक्ष श्री कैलाश चौधरी, महासचिव डा. मदन सिंह, कोषाध्यक्ष डा. एम. एस.

सामुदायिक शिक्षण को कारगर बनाया जा सकता है। संगोष्ठी में मुख्य वक्ता संघ के महासचिव डा. मदन सिंह थे। डा. सिंह ने इस अवसर पर कहा कि ग्यारहवीं पंचवर्षीय योजना के अंतर्गत प्रस्तावित लोक तालीम सेंटर्स के माध्यम से हम सामुदायिक शिक्षा को बढ़ावा दे सकते हैं। संगोष्ठी की अध्यक्षता राजस्थान विद्यापीठ के चांसलर प्रो. भवानी शंकर गर्ग ने की। प्रो. गर्ग ने शिक्षा की मौलिक अवधारणा को रेखांकित करते हुए कहा कि शिक्षण ऐसा होना चाहिए, जो आदर्श नागरिक का विकास कर सके। श्री चौधरी, डा. सिंह, डा. राणावत तथा श्री भार्गव ने 17 मार्च, 2009 को पूर्वाह्न में



राणावत एवं सयुक्त सचिव श्री ए.एल. भार्गव विगत 15-16 मार्च 2009 को विद्यापीठ पहुंचे। इस अवधि के दौरान श्री चौधरी एवं डा. मदन सिंह ने प्रो. गर्ग से विस्तार शिक्षण की महत्वपूर्ण गतिविधियों पर विचार-विनिमय किया। इसी दौरान अध्यक्ष एवं महासचिव महोदय ने विश्वविद्यालय के जन शिक्षण एवं विस्तार कार्यक्रम निदेशालय द्वारा 16 मार्च, 2009 को आयोजित 'जनशिक्षण में विश्वविद्यालय की भूमिका' विषयक संगोष्ठी को भी संबोधित किया।

संगोष्ठी में अपने विचार व्यक्त करते हुए संघ के अध्यक्ष श्री चौधरी ने कहा चौपाल आधारित



लगभग 30 किलोमीटर दूर पई सेवा क्षेत्र में जन शिक्षण एवं विस्तार कार्यक्रम निदेशालय द्वारा संचालित समुदायोपयोगी गतिविधियों का अवलोकन किया। वहां के लाभार्थियों से भी विचार-विमर्श किया। पई सेवा क्षेत्र के लाभार्थियों ने उन गतिविधियों को अपने लिए बहुत उपयोगी बताया।

## World Health Day 2009 (April 7)

Save lives. Make hospitals safe in emergencies

World Health Day 2009 focused on the resilience and safety of health facilities and the health workers who treat those affected by emergencies. Events around the world highlighted successes and advocated for safe facility design and construction, and to build momentum for widespread emergency preparedness.

"We are born to love, not to hate. We are born to help one another. Not to destroy one another."

-Dr. S Radhakrishnan

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# IAEA NEWSLETTER

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## INDIAN ADULT EDUCATION ASSOCIATION

### Unesco Conference on Adult Education Belem, Brazil - May 19-22, 2009

The sixth International Conference on Adult Education (CONFINTEA VI) is an inter-governmental conference scheduled to be held at Belem in Brazil from May 19-22, 2009. This conference is held at every 12 years since the late 1940s. For the first time in its history the conference is taking place in the southern hemisphere. This conference will provide an important platform for policy dialogue and advocacy on adult learning and non-formal education at global level. Unesco Member States, UN agencies, multi and bilateral cooperation agencies, organizations from civil society, private sector and learners from all world regions will participate in the conference.

The theme of the conference is Living and Learning for a Viable Future : The Power of Adult Learning. The objectives are:

- To push forward the recognition of adult learning and education as an important element of and factor conducive to lifelong learning, of which literacy is the foundation.
- To highlight the crucial role of adult learning and education for the realization of current international education and development agendas (EFA, MDGs, UNLD, LIFE and DESD) and
- To renew political momentum and commitment and to develop the tools for implementation in order to move from rhetoric to action.

The CONFINTEA VI programme comprises plenary sessions with high level representatives, a series of keynote speeches, five roundtable sessions and one Commission. In addition to these plenary statutory sessions, the conference offers space for about 30 parallel workshops hosted by UN agencies, partner organizations and NGOs, as well as an exhibition and special side events.

CONFINTEA VI is preceded by five Regional Preparatory Conferences, whose programmes were designed in relation to the overall thematic focus and adapted to the respective regional contexts. The regional conferences held are:

- For Latin America and the Caribbean: September 10-13, 2008 in Mexico City (Mexico).
- Theme : From Literacy to Lifelong Learning : Towards the

Challenges of the 21st Century.

- ❖ For Asia and the Pacific : October 6-8, 2008 in Seoul (Republic of Korea).  
Theme : Building Equitable and Sustainable Societies in Asia & Pacific : the Challenge to Adult Learning.
- ❖ For Africa : November 5-7, 2008 in Nairobi (Kenya).  
Theme : The Power of Youth and Adult Learning for Africa's Development.
- ❖ For Europe and North America and Israel : December 3-5, 2008 Budapest (Hungary).  
Theme : Adult Learning for Equity and Inclusion in a Context of Mobility and Competition.
- ❖ For the Arab States : January 5-7, 2009 in Tunis (Tunisia).  
Theme : Investing in Adult Learning : Building Knowledge and Learning Societies in the Arab Region.

The last time CONFINTEA V was held at Hamburg, Germany from July 14-18, 1997. Before that the previous international conferences held were at France in 1985, Japan in 1972, Canada in 1960 and Denmark in 1949.

**CONFINTEA VI is now postponed by Govt. of Brazil and UNESCO following the spread of influenza virus H1N1 ("swine flu"). Revised dates will be announced later.**

### International Civil Society Forum

The International Civil Society Forum (FISC) is a global event organized by the International Council for Adult Education (ICAE) that will be held in Belem, capital of the state of Para, Brazil from May 16-18, 2009 to prepare the participation of civil society at the official International Adult Education Conference (CONFINTEA VI) and also to articulate with other movements, networks and civil society organizations that have been working on the right to youth and adult education. FISC is an open space where different people, entities, civil society organizations and movements, from different countries gather to make further reflections, hold democratic debates on ideas, formulate proposals, freely exchange experiences and articulate effective actions for youth and adult education.

**Since CONFINTEA VI is now postponed by Govt. of Brazil following the spread of influenza virus H1N1 ("swine flu"), the Forum Meeting also has been postponed.**

## Patron's visit to IAEA



**P**rof. B.S. Garg, Patron, Indian Adult Education Association visited Delhi from May 1-3, 2009 and had a detailed discussion with Shri K.C. Choudhary, President, Dr. Madan Singh, General Secretary, Dr. M.S. Ranawat, Treasurer and Dr. V. Mohankumar, Director regarding the programmes implemented by the Association. All the office bearers participated in the 'Sarva Dharma Prarthana' on May 1, 2009 at 10:00 a.m. At 4:00 p.m. a staff meeting was held in which Prof. B.S. Garg, Patron and other office bearers were present. The Patron in his brief address appreciated the work being carried out, particularly the quality of publications and evaluation work. He desired the staff to act like good teachers, the quality of which is reflected through personality, preparation and presentation. He wanted IAEA to publish more books so that they are useful to the field workers. Prof. Garg

extended invitation to the staff members to visit his University at Udaipur to personally see the education and community development work done by the members of the staff and students as part of outreach activities.

Shri K.C. Choudhary, President said that a lot of improvements have been brought in to give face lift to the office and now the priority is to create conference facilities so that more

programmes are organized in house.

Dr. M.S. Ranawat, Treasurer desired that based on the Annual Action Plan, monthly plans should be prepared and periodical



review should be undertaken on the work of the members of the staff.

Dr. Madan Singh, General Secretary welcomed the Patron and other office bearers. He desired the staff to be initiative so that the organization benefits more.

## President, IAEA called on Education Secretary

Shri K.C. Choudhary, President, Indian Adult Education Association called on Smt. Anshu Vaish, Secretary, Department of School Education and Literacy, Govt. of India on April 28, 2009. The meeting was more a courtesy call on the Secretary and to have to a brief interaction about the Sixth International Conference on Adult Education

(CONFINTEA VI). The President was accompanied by Prof. S.Y. Shah, Vice President, Indian Adult Education Association and Dr. V. Mohankumar, Director, Indian Adult Education Association. During the meeting, Shri Jagmohan Singh Raju, Joint Secretary, Adult Education and DG, National Literacy Mission was also present.

# IAEA conducts external evaluation of TLC Baramulla

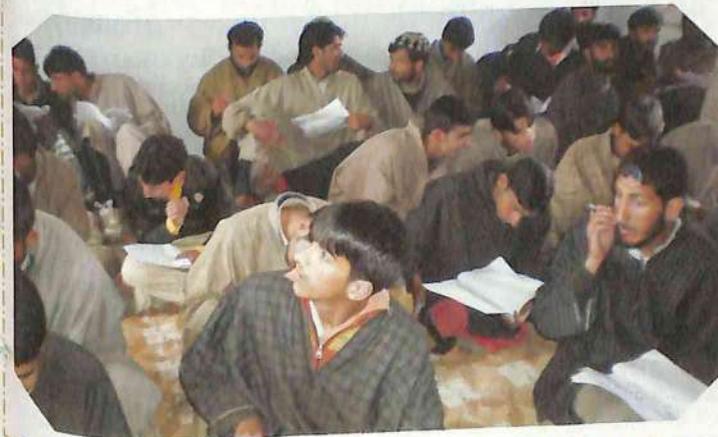
IAEA was assigned External Evaluation of the Total Literacy Campaign of Baramulla district of Jammu & Kashmir. Shri Rajesh Choudhary, Assistant Director visited the district for initial discussion in October, 2008. However the financial clearance was received in April 2009.

The evaluation was conducted by a team of persons headed by Shri Prem Chand, Consultant, IAEA. The data was collected from 12 C.D. blocks of the district from April 15 -23, 2009. Different blocks were visited by the team and about 5



percent of the overall achievement was taken as sample. Detailed discussions were held with the Chief Planning Officer and other district officials. Block Coordinators and Education Volunteers were interviewed by the team during its visit to different blocks. Sample learners were given literacy test on the basis of NLM norms. Urdu is the language of teaching in Kashmir valley for literacy programmes.

Shri Prem Chand and Shri A.H. Khan, Vice President, IAEA were the Urdu knowing members of the team. Another Urdu knowing local investigator was also engaged for the evaluation work.



## Mahila Utsav of JSS Vijayawada

Jan Shikshan Sansthan, Vijayawada organizes Mahila Utsav, an annual feature for the last 15 years. This event provides an opportunity for women entrepreneurs to showcase their products, market the same and also have direct interaction with the customers regarding the quality of products. This year around 70 women entrepreneurs participated in the utsav and exhibited Jute Articles, Pickles and Papads, Aari Works, Applique Works, Paintings, Tie and Dye, Printed Fabrics, Readymade Garments, Arcane



Plates, Wool Lace Articles, Knitted Articles, Herbal Products, value added food items, Paper Pulp Toys, Jams & Juices, Soft Toys, First Aid Kits, Laminated Articles, Handmade Paper Bags, etc. Around 5000 people visited the exhibition everyday and the sale

per day was on an average Rs. 1.00 lakh.

Mahila Utsav also provides an opportunity for the women entrepreneurs to have direct contact with the banks for availing loans.

# Mrs. Barbara Tierney visited IAEA

Mrs. Barbara Tierney, Assistant Director (Govt. Relations), International Reading Association (IRA), Washington, USA visited IAEA in the afternoon on April 28, 2009 and had a detailed discussion with Shri K.C. Choudhary, President, IAEA and Chancellor, International Institute of Adult and Lifelong



Education, Prof. S.Y. Shah, Vice President, IAEA and Honorary Director, International Institute of Adult and Lifelong Education and Dr. V. Mohankumar, Director, IAEA and Joint Registrar, International Institute of Adult and Lifelong Education about the organization and how it can collaborate with IRA in future programmes. She was accompanied by Dr. Ashutosh Prabhu Dessai, Assistant Professor, Institute of Psychiatry, Goa (Consultant in

Mental Health and Counselling).

IRA established in the year 1956 is a nonprofit, global network of individuals and institutions committed to worldwide literacy. With more than 85,000 members, the

Association supports literacy professionals through a wide range of resources, advocacy efforts, volunteerism, and professional development activities. IRA members promote high levels of literacy for all by improving the quality of reading instruction, disseminating research and information about reading and encouraging the lifetime reading habit.

Indian Adult Education Association is a National Affiliate of IRA to serve in India.

## Workshop on Inter-disciplinary Researches

The Department of Adult Continuing Education and Extension, University of Delhi in collaboration with Indian Council of Social Science Research organized a two-day workshop on "Inter-disciplinary Researches in Adult and Continuing Education" on April 27-28, 2009 in the seminar room of the department. The main objective of the workshop was to discuss interdisciplinary approach to promote scientific and field based researches. Dr. Rajesh, Assistant Professor in the Department was the

course convener.

Prof. S.Y. Shah, Group of Adult Education, Social Science-I, Jawaharlal Nehru University and Vice President, IAEA while delivering keynote address elaborated the UGC Guidelines on Lifelong Learning and Extension in XI Five Year Plan. Prof. N. K. Chadha, Head of the Department of Adult Continuing Education and Extension and Dr. Rajesh presented the theme paper on the basis of researches undertaken in the Department of Adult Continuing Education during the period 1985 to 2008.

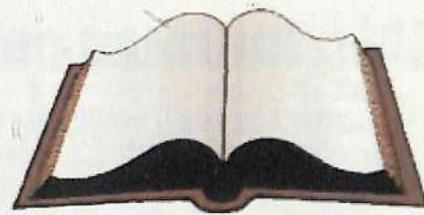
Dr. V. Mohankumar, Director, IAEA took a session on the Role of NGOs in Promoting Researches.

While Resource Persons delivered lectures on different topics, the sessions were chaired by eminent educationists / researchers. Dr. Rajesh and Dr. V.K. Dixit co-chaired the sessions.

The participants had an opportunity to personally see Central Reference Library and online presentations on inter-disciplinary researches and information literacy.

- Dr. Rajesh

# An Annotated List of Books and Articles



Bhargava, Alka. **Functional Literacy in India:** A Progress Report. 2008. Education Canada, v48 n2. pp.50-52.

Literacy has been a priority for the leaders of India since before Independence. Since the independence of the country in 1947, eradication of illiteracy has been a major concern of the national Government. The nation's constitution includes specific articles and amendments to guarantee the advancement of education. During the country's first Five Year Plan, the program of Social Education, including literacy, was introduced as part of the Community Development Program (1952). Later, the Kothari Commission on Education (1964-66) emphasized the importance of spreading literacy as fast as possible and observed that "literacy if it is to be worthwhile must be functional." The 1968 National Policy on Education not only endorsed the recommendations of the Kothari Commission, but also reiterated the significance of universal literacy and the importance of developing adult and continuing education as matters of priority. In an effort to impart functional literacy to the Indian people, the former Prime Minister of India, the late Rajiv Gandhi, launched the National Literacy Mission (NLM) in 1988 as one of the five technology missions of the country. The decade between 1991 and 2001 achieved the highest percentage point increase in the literacy rate of any decade—a marked improvement upon the literacy rate increases immediately after independence, touching all categories of people, both urban and rural. However, inter-state and intra-state disparities still continue, although the gap has been narrowing over the years. This is an area of particular concern to NLM and warrants a focused approach in the XI Five Year Plan, which began with 2007-08. The NLM has geared itself to meet the challenges posed by the literacy scenario of the country, especially in view of the growing concern globally over the illiteracy as one of the major impediments in the holistic development of the disadvantaged sections of society.

Bhola, H.S. **Adult Literacy and Adult Education in the Socialist Modernisation of China: Policy, Performan.** 1990.

[http://www.eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?\\_nfp](http://www.eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfp).

Accounts differ as to the state of adult literacy education in China. One scholar says that programs are contracting severely, whereas Chinese officials contend that programs are operating with more students and more efficiency. A true picture of literacy education in China depends on research and statistics that are being gathered. The overall tone of this emerging picture is optimistic. China today is conducting the world's largest and most promising experiment in using adult education for social change. However, some problems surface; for example, national aspirations for literacy promotion are now focusing only on the age group 15-40 and thereby making the illiteracy problem shrink to one-third its size. Lessons that can be learned from the Chinese experience include the following: (1) political commitment to social reform and adult education is necessary; (2) it is possible to bring development to rural areas concurrently with urban areas; (3) policy should be disseminated among the people by catchy slogans and phrases; (4) adult education should be institutionalized; (5) culture is likely to be neglected in societies in which economic deprivations are most acutely felt; and (6) special efforts are needed to bring literacy education to women and minorities.

Chadha, N.K. ed. **Readings in Lifelong Learning.** Delhi, University of Delhi. 2009. 235p.

The book provides information on many facets of lifelong learning from diverse perspectives. The chapters pertaining to lifelong learning give information about what lifelong learning is, the difference between adult education and lifelong education, recent government policies regarding lifelong learning and the impact of those policies, and most importantly, the way of lifelong learning has been conceptualized in the Indian Universities under the XI Plan.

Kalra, R.M. **Science Education for Teacher Trainees and In-Service Teachers.** New Delhi, PHI Learning, 2008, 184p.

This book offers an approach to education and construction of the school science curriculum. It lays emphasis on the role of science in transforming the thinking and behaviour pattern of students. The book explains the philosophy of the process of science teaching with a focus on values as an integral part of the programme, examination and evaluation in science education, and generalizations regarding the learning processes and their implications for science education. It covers many topics such as methods of science teaching, interdisciplinary and integrated approach to science teaching at the school level etc.

Stites, R. and Semali, L. **Adult Literacy for social equality or economic growth: changing agendas for mass literacy in China and Tanzania.** <http://www.cababstractsplus.org/abstracts>.

This paper compares and contrasts past and current state policies for adult literacy education for rural populations in China and Tanzania. The aim is to assess the relationship of these policies to each state's commitment to reducing social inequalities. The analysis draws from I. Fagerlind and L. J. Saha's conceptualization of the dialectical interaction of social, political and economic forces in shaping the role of education in development and M. Camoy and J. Samoff's recent analysis of the pivotal role played by the state in shaping the educational policy of socialist nations in the developing world. The task is two-fold: first, the historical context is described in which the promotion of mass literacy first became a key component in the drive for social equity; secondly, the implications of using literacy as an instrument of economic development are examined. It is argued that the current economic orientation of rural adult literacy education policy in these two countries represents a break with earlier commitment to the promotion of social equity through mass literacy. The Chinese-Tanzanian comparison is seen as useful, because, despite the contrast between the revolutionary origins of state socialism in China and the post-colonial context of socialism in Tanzania, both countries adopted similar mass literacy strategies in the years following their transition to socialism.

- SC Dua and Neha Gupta

## IAEA initiates community based learning centre

As part of outreach activities, Indian Adult Education Association has established a Centre for Lifelong Learning



at Trilokpuri in East Delhi. Trilokpuri is a resettlement colony where residential plots are given to jhuggi dwellers. People living here belong to different states and with different cultural background. Most of the people belong to low income group and below poverty line. Long before IAEA organized experimental literacy centres at 60 locations in this area.

This centre has one vocational course - Beauty Culture which has been started based on the demand from the participants. Additional courses will be started shortly.

Future programme of this centre includes



awareness camp on eye care for school children including eye checkup. Spectacles will be provided free of cost for the needy. A series of lectures will also be organized on life skills for adolescents, legal literacy and family counseling for women and young girls.

## Visit of President and General Secretary to Mumbai

The Eye Care Foundation of India, Mumbai organized a one day meeting on April 17, 2009 at Mumbai to discuss and finalise the strategies to launch an "Eye Care Project" for the deprived and neglected children of the primary schools of Delhi through Indian Adult Education Association. Shri K.C. Choudhary, President, IAEA and Dr. Madan Singh, General Secretary, IAEA attended the meeting and had a detailed discussion with Dr.

Ashok Mehta, Past President, International Lions and Shri H.C. Parekh. To begin with the project will be implemented in Trilokpuri, New Delhi, preferably in July 2009 in which around 1000 children will be tested by qualified Eye Surgeons. Spectacles will be provided free of cost to those children who are recommended for the same.

The President and General Secretary during their stay in Mumbai also met Ms. Maria

Lourdes Almazan Khan, Secretary General, Asian South Pacific Bureau of Adult Education (ASPBAE) with regard to CONFINTEA VI being held at Belem, Brazil.

They also visited Gujarat Research Society, Khar, Mumbai to meet Ms. Kallolini Hazarat, Chairperson of the Society and also the Chairperson of World Education Fellowship - Indian Chapter to discuss about the future cooperation between the two organizations.

## Dr. R.K. Bhat visited IAEA



**D**r. Roop Krishen Bhat, Director, Directorate of Adult Education, Govt. of India visited IAEA on April 20, 2009. He had a brief discussion with Shri K.C. Choudhary, President, Dr. Madan Singh, General

Secretary and Dr. V. Mohankumar, Director about the organization and future plans.

Dr. Bhat has relinquished the post of Director, DAE on April 22, 2009 and has been reverted back to his parent organization.

## Ph.D Awarded

**D**r. R. Kalpana Mohanty has been awarded Ph.D on the title of Conflicts and Conflict Resolution among Women of Self-Help Groups in Dindigul District, Tamil Nadu. She did her Ph.D in the Department of Adult Continuing Education and Extension, Gandhigram Rural University, Gandhigram under the Supervision of Dr. A. Suriyakanthi, Professor in the Department of Adult Continuing Education and Extension,. Her thesis has been graded highly commended.



Dr. R. Kalpana Mohanty is a Life Member of the IAEA and the daughter of Prof. B.B. Mohanty, Orissa. She is wife of Dr. L. Raja, Reader, Department of Adult Continuing Education and Extension and Vice-President of IAEA, New Delhi.

## इतिहास के झरोखे से

सन् पचास के दशक का पहला एवं भारतीय प्रौढ़ शिक्षा संघ का आठवां अधिवेशन 26 अक्टूबर 1951 को मुम्बई में श्री रणजीत एम. चैतसिंह के अध्यक्षता में सम्पन्न हुआ। इस अधिवेशन में एक प्रस्ताव के माध्यम से इन्दौर में आयोजित राष्ट्रीय परिसंवाद की अनुसंशा को कि समाज शिक्षा केन्द्रों को और अधिक सशक्त करना होगा जिससे वे शिक्षा के साथ-साथ व्यक्ति के व्यक्तित्वविकास एवं उसकी समस्याओं का समाधान करने में सहायक बन सके। एक अन्य महत्वपूर्ण प्रस्ताव के माध्यम से कहा गया कि अब शिक्षा या प्रौढ़ शिक्षा से आगे बढ़कर हमें

सतत शिक्षा पर बल देना चाहिए।

28 दिसम्बर 1952 को नवां अखिल भारतीय अधिवेशन नागपुर में श्री जी. हरिसर्वोत्तमा राव की अध्यक्षता में आयोजित किया गया अधिवेशन में एक प्रस्ताव के माध्यम से राज्य सरकारों से प्रौढ़ शिक्षा के संदर्भ में शिक्षकों को विशेष प्रशिक्षण प्रदान करने की अपील की गई जिससे शिक्षक बच्चों के साथ-साथ प्रौढ़ों को भी शिक्षित करने के अभियान में सहायक बन सके। सन् 1952 की कार्यकारिणी के लिए डा. अमरनाथ झा को संघ के अध्यक्ष के रूप में पुनः चुना गया। डा. जाकिर हुसैन, सर्व श्री जी. हरिसर्वोत्तमा, के.

जी. सयिदेन, डा. एस. आर. रंगनाथन, डा. वी. एस. झा को उपाध्यक्ष गण के रूप में एवं श्री वी. एस. माथुर को महासचिव के रूप में चुना गया। 20 से 26 सितम्बर 1952 को क्षेत्रीय प्रौढ़ शिक्षा विषय पर बिहार सरकार के संयुक्त तत्वाधान में पटना में द्वितीय क्षेत्रीय सम्मेलन आयोजित किया गया। 20 से 26 दिसम्बर 1952 को तीसरा राष्ट्रीय परिसंवाद जामिया मिलिया में 'नवसाक्षरों हेतु साहित्य' विषय पर आयोजित किया गया स्वतंत्र भारत के प्रथम प्रधानमंत्री पंडित जवाहरलाल नेहरू ने इस परिसंवाद का अपने आशीर्वाचन द्वारा उद्घाटन किया।

# नेशनल बुक ट्रस्ट इंडिया द्वारा इन्दौर में दो पुस्तकों का लोकार्पण



गया। कार्यक्रम में बड़ी संख्या में शहर के गणमान्य नागरिक मौजूद थे।

नेशनल बुक ट्रस्ट इंडिया, नई दिल्ली व श्री मध्यभारत हिन्दी साहित्य समिति, इन्दौर के संयुक्त तत्वाधान में संघ की सदस्या डा. मीनाक्षी स्वामी की पुस्तक 'अस्मिता की अग्नि परीक्षा' तथा डा. कमल डफाल की पुस्तक 'साकार' का लोकार्पण ट्रस्ट की निदेशक श्रीमती नुज़हत हसन व न्यायमूर्ति श्री वी.डी. ज्ञानी द्वारा अंतर्राष्ट्रीय महिला पखवाड़े के अंतर्गत समिति भवन, इन्दौर में किया - हरराम वाजपेयी प्रचारमंत्री



**Smt. Kusum Vir is Director Incharge, DAE**

Smt. Kusum Vir, Additional Director, Directorate of Adult Education has been given additional charge of the post of Director, DAE. She took over charge on April 28, 2009.

## Say No to tobacco

The World Health Organization (WHO) selected "Tobacco Health Warnings" as the theme for the World No Tobacco Day, which will take place on May 31, 2009.

## Do you know?

### Population of Indian states matches that of large countries



Source:  
U.N. Population Prospects 2000  
R.G.I. Population Estimates 2006

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# IAEA NEWSLETTER

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## INDIAN ADULT EDUCATION ASSOCIATION

### Course on Adult Education and Research Methodology

Indian Adult Education Association every year organizes a ten-day course on "Research Methodology and Recent Developments in the field of Adult Education in India and Overseas". The course was first started in the year 1988. Participants include faculty members from the University Departments of Adult Continuing Education and Extension, State Resource Centres, Adult Education Functionaries, Research Scholars, University Students, Free Lancers and Adult Education Field Workers.



Shah, Vice President, IAEA & Honorary Director, IIALE, Dr. Madan Singh, General Secretary, IAEA & Registrar, IIALE and Dr. V. Mohankumar, Director, IAEA & Joint Registrar, IIALE.

Notification calling for nomination to the course will be issued shortly by all the three collaborating institutions. The notification on behalf of IIALE will be issued in IAEA Newsletter.

### Shri Kapil Sibal is the HRD Minister

Shri Kapil Sibal is the Union Minister of Human Resource Development. He is a senior Advocate by profession. He has Masters Degree in History from Delhi University and also a Masters Degree in Law from the prestigious Harvard Law School, USA.

Shri Sibal has held several important positions in the Government and the Society, such as Additional Solicitor General of India, Member, Board of Management, Indira Gandhi National Open University, President, Supreme Court Bar Association, Member, Rajya Sabha, Member, Executive Council, Institute of Constitutional and Parliamentary Studies, etc.

In the previous government he was Minister of Science & Technology and Earth Sciences.



In 2009 this course will be conducted jointly by International Institute of Adult and Lifelong Education (IIALE), a unit of IAEA, Institute of Lifelong Learning and Centre for Professional Development in Higher Education, University of Delhi and Danish School of Education, Denmark in the month of October. Preliminary discussion with regard to content, resource persons, methodology, etc. was held with the Professors of Danish School of Education on March 23, 2009 followed by discussion with Prof. A.K. Bakshi, Director, Institute of Lifelong Learning and Centre for Professional Development in Higher Education, University of Delhi on May 13, 2009 and with Dr. Anand Saxena, Academic Secretary and Dr. Vimal Rarh, Academic Secretary, Institute of Lifelong Learning, University of Delhi on May 29, 2009. In these meetings present were Shri K.C. Choudhary, President, IAEA & Chancellor, IIALE, Prof. S.Y.

# Applications called for IIALE Fellowship

**I**nternational Institute of Adult and Lifelong Education is a premier institution established by the Indian Adult Education Association at its premises in New Delhi on September 8, 2002. During the last seven years, the Institute has organized two International Conferences, lectures by Eminent Scholars from India and abroad. The Institute functions under the overall guidance of an International Consultative Committee comprising of thirty members from twelve countries. It has a strong faculty consisting of Emeritus Professors, Visiting Professors and Distinguished Professors.

In view of the persistent desire of several adult educators from India and abroad to actively associate themselves with the functioning of the Institute, it was decided in 2008 to confer Honorary Fellowship to a limited number of persons with half the

number reserved for females. In 2008 alone eleven persons were honoured with the Fellowships at a national level function organized at New Delhi.

Applications are invited from the interested persons for Fellowship for the year 2009 for which separate letters have been sent to all the adult educators. The application, complete in all respects should reach Dr. Madan Singh, Registrar, International Institute of Adult and Lifelong Education, 17-B, I.P. Estate, New Delhi - 110 002 on or before August 31, 2009.

A High Powered Committee will screen the applications and recommend suitable candidates for the award. The candidates recommended by the Fellows of the year 2008 will be given priority in selection. The selected persons will be invited to receive the Fellowship at a special function in New Delhi.

## New assignment to Prof. B.B. Mohanty



**P**rof. Bibhuti Bhusan Mohanty, International Consultant on Education and Communication is appointed as a Member of the Technical Advisory Group of the Orissa Information Commission. Prof. Mohanty is a Life Member of the Indian Adult Education Association from 1975.

## इतिहास के झरोखे से

दसवां अखिल भारतीय प्रौढ़ शिक्षा अधिवेशन 28 दिसम्बर 1953 को श्री अनन्त नाथ बसु की अध्यक्षता में कलकत्ता में संपन्न हुआ। 22-30 अक्टूबर 1953 को "समाज शिक्षा कार्यकर्ताओं के प्रशिक्षण" के विषय पर चौथा राष्ट्रीय परिसंवाद विकराम (बिहार) में आयोजित किया गया। इसी के साथ-साथ 22-30 अप्रैल 1953 को दक्षिण भारत प्रौढ़ शिक्षा संघ के संयुक्त तत्वाधान में "संवैधानिक साहित्य के सृजन" विषय पर अर्नाकुलम में तीसरा क्षेत्रीय सम्मेलन आयोजित किया गया।

ग्यारहवां अखिल भारतीय प्रौढ़ शिक्षा अधिवेशन 28 दिसम्बर 1954 को "भारत में शिक्षा का विकास 1947 से 1952" विषय पर श्री आर.बी. पारुलेकर की अध्यक्षता में पटना में आयोजित किया गया। इस सम्मेलन में एक प्रस्ताव

के माध्यम से ग्रामीण विद्यालयों को सामाजिक केन्द्र के रूप में उन्नत करने के लिए जोर दिया गया जिससे ये विद्यालय बच्चों की शिक्षा के साथ-साथ स्थानीय लोगों की आवश्यकता के अनुरूप कार्य कर सकें। अपेक्षित यह था कि यह कदम न केवल व्यक्ति के विकास में सहयोगी होगा बल्कि राष्ट्रीय निर्माण में भी महत्वपूर्ण भूमिका निभाएगा। एक अन्य प्रस्ताव के माध्यम मैदानी कार्यकर्ताओं, स्वयंसेवी संस्थाओं एवं विभिन्न सरकारी विभागों के बीच समन्वय की आवश्यकता पर जोर दिया गया। सम्मेलन में द्वितीय पंचवर्षीय योजना हेतु एक सात सदस्यी समिति का गठन किया गया। विदित रहे कि प्रथम पंचवर्षीय योजना में भी भारतीय प्रौढ़ शिक्षा संघ की भूमिका महत्वपूर्ण रही थी एवं जिनकी सराहना भी की गई थी। 1954 की कार्यकारिणी के लिए डा. अमरनाथ झा को पुनः अध्यक्ष के रूप में निर्वाचित किया गया किन्तु 1955 में उनके दुःखद अवशान के बाद डा. के.जी. सैद्दीन को अध्यक्ष के रूप में निर्वाचित किया गया। 1942 से 1954 तक डा. अमरनाथ झा ने केवल संघ के अध्यक्ष के रूप में बल्कि एक प्रखर चिंतक, समर्पित कार्यकर्ता एवं दूरदृष्टा के रूप में देश के प्रौढ़ शिक्षा एवं सामाजिक शिक्षा आन्दोलन अतुलनीय नेतृत्व दिया। 1954 की इस कार्यकारिणी में उपाध्यक्ष के रूप में डा. जाकिर हुसैन, आचार्य बद्रीनाथ वर्मा, डा.एस.आर. रंगनाथन, श्री टी. मदैय गौडा, डा. आर.बी. पारुलेकर एवं श्री जी. हरिसर्वोत्तम राव निर्वाचित किए गए श्री वी.एस. माथुर, महासचिव, श्री ओंकारनाथ, कोषाध्यक्ष, प्रो. एम. मुजीब, जे.सी. माथुर, श्री वी.सी. मुखर्जी आदि कार्यकारिणी सदस्य के रूप में निर्वाचित किए गए। 11-20 अक्टूबर 1954 को पांचवां राष्ट्रीय परिसंवाद "समाज शिक्षा में सांस्कृतिक गतिविधि एवं पुनः निर्माण" विषय पर मैसूर में आयोजित किया गया।

# Consultative meeting on NMFL

While addressing both the houses of the Parliament on June 4, 2009, the Hon'ble President of India, Smt. Pratibha Devisingh Patil announced that the government will recast National Literacy Mission as National Mission for Female Literacy to make every woman literate in the next five years.

In view of this mandate the Department of School Education and Literacy initiated consultative process to recast the mission. As Accelerated Female Literacy Programme (AFLP) was implemented in Bihar and Jharkhand successfully in the year 2002-03, the Joint Secretary (AE) & DG, NLM, Shri Jagmohan Singh Raju met the officials of the State Resource Centres, Patna (Deepayatan and ADRI), Ranchi, SLMA Bihar, representatives of the Zilla Saksharta Samitis which implemented the programme, Mahila Samakhya, experts/subject specialists in the field of adult education in a one day meeting at Patna on June 10, 2009. This meeting was organized jointly by SRCs ADRI and

Deepayatan. Other officers attended from the Govt. of India were Shri SPS Sangwan, Director (NLM), Shri V.K. Sharma, Under Secretary and Dr. Nasim Ahmed, Assistant Educational Advisor.

Dr. V. Mohankumar, Director, IAEA attended the meeting on the invitation of Director, SRC, ADRI, Patna.



The participants shared their experiences with regard to the implementation of literacy programmes in general and AFLP in particular. Most of them said that the main reason for the success of AFLP was proactive behaviour of everyone involved right from Govt. of India to the field, in-depth training to

transact literacy lessons from the primer, inclusion of vocational components, formation of self help groups, most effective monitoring and above all deep involvement of District Collectors in the programme. In order to get more clarification, DG, NLM posed many questions before the participants.

## Dr. Mohan Singh Mehta Research Fellowship

Indian Adult Education Association invites research proposals for Dr. Mohan Singh Mehta Research Fellowship for 2009. The major objective of the fellowship is to bring out quality research paper which would be of use both to the planners, administrators and field functionaries.

The fellowships are available to individuals interested in undertaking research in the area of adult education, continuing education and lifelong education.

### Some of the topics suggested are:

- Case study of a successful programme.
- Success story of an individual or group of individuals.
- State Resource Centre as an institution of excellence in the area of literacy material development and training.
- Jan Shikshan Sansthan as an institution of excellence in the area of vocational education.
- University Department of Adult Continuing Education and Extension as an institution of excellence for outreach activities.
- Ways and means to accelerate female literacy before 2011 census.

- An enquiry into the factors promoting and intervening in retention of literacy by neo-literates.
- Role of adult education in reducing poverty.

Proposal in detail alongwith the budget may be sent by individuals duly recommended by their institution/university in which they are working.

A sum of Rs. 50,000/- will be awarded for each fellowship which will be released to the institution responsible to administer and manage the funds in three installments - 40% of the total amount as first installment immediately after acceptance of the proposal, 40% of the total amount as second installment immediately after the receipt of draft report and acceptance of the same by IAEA and the remaining 20% of the total amount as third installment after the final report, complete in all respects (five copies) is received by IAEA.

The study should be completed in one year from the date of release of the first installment.

The detailed proposals should reach Dr. Madan Singh, General Secretary, Indian Adult Education Association, 17-B, Indraprastha Estate, New Delhi - 110 002 on or before August 31, 2009.

# International and National Scenario of Literacy with Special Reference to Women Literacy

International community has been taking serious view of the lack of education among children and adults particularly in the less developed and least developed countries of the world. The right to education was articulated clearly in Article 26 of the Universal Declaration of Human Rights (1948). Five International Conferences on Adult Education (CONFINTEA) held at Elsinore in 1949, Montreal, Canada in 1960, Tokyo, Japan, 1972, Paris in 1985 and Hamburg, Germany in 1997 were organized to put adult literacy on the world education agenda more firmly. The Hamburg declaration indicated that adult learning has grown in depth and scale and has become an imperative at the workplace, in the home and in the community, as men and women struggle and to create new realities at every stage of life. The International Commission on Education for the twenty first century chaired by Jaques Delors, argued that the concept of learning throughout life is the key that gives access to the twenty first century. The World Education Forum which met in Dakar in 2000 adopted a frame work which clearly stated the commitment to create the right conditions for Education For All in each Country. National Governments agreed to dedicate themselves to securing the goal while international agencies pledged that no country thus committed would be prevented from achieving them due to lack of resources. Despite of all these efforts of interalia providing adult, basic and continuing education, the Global Monitoring Reports indicate that the literacy and literate environment which are essential are yet elusive.

EFA Global Monitoring Report 2009 brought out by Unesco states, "Reading and Writing are essential skills for today's world. Literacy expands people's choices, gives them more control over their lives, increases their ability to participate in society and enhances self esteem. It is a key to education that also opens the way to better health, improved employment opportunities and lower mortality. Despite these advantages for individuals and the wider benefits in terms of broader social and economic development, literacy remains a neglected goal". EFA Global Monitoring Report 2008 noted that illiteracy was receiving minimum political attention and remained a global disgrace, keeping one in five adults (one in four women) on the margins of society.

Adult literacy rate for the world as a whole during the decade 1985-1994 was 76 percent. During the years 2000-06, the adult literacy rate of the world has moved only upto 84 percent. Unesco estimates indicate that it is likely to go up to 87 percent by 2015. Female literacy rate is still lower. It was 70 percent during the period of 1985-1994 and has moved upto 79 percent by 2000-2006. It is projected to move upto 83 percent by 2015. Developed countries and countries in transition will achieve almost 100% adult literacy by 2015 both in respect of males and females. But the developing countries will be lagging behind. From a mere 68 percent adult literacy during 1985-1994, their literacy rate has increased to 77 percent by 2000-2006 and is projected to go upto 83 percent by 2015. The regions which are lagging much behind are sub-Sahara Africa, South and West Asia, Arab States and Carabian countries as may be seen from the following table:

**ADULT LITERACY PROFILE OF THE WORLD AND DIFFERENT REGIONS 2000-2006**

	Adult Literacy Rate (2000-2006)			No. of non-literates (in million)	
	Persons	Male	Female	Persons	Female
World	84	88	79	775.89	64%
Arab States	72	82	61	57.80	67%
East Asia and Pacific	93	96	90	112.64	71%
Caribbean Countries	74	77	76	2.80	48%
South & West Asia	64	74	52	392.73	63%
Sub-Sahara Africa	62	73	53	161.09	62%

Source: EFA Global Monitoring Report - 2009

Sub-Sahara Africa and South and West Asian regions are at the bottom of the ladder. Efforts during the world literacy decade 2003-12 will also fall short of the expectations. These countries are likely to reach a level of around 70-72 percent literacy for all persons and 60-62 percent for women by 2015.

The following table gives literacy scenario of the world for 2005-2007 by sex:

### GLOBAL LITERACY SCENE IN 2005-2007

Number of Global Adult Illiterate Population (15 and over) and Adult Literacy Rates by Region and Gender - 2005-2007

	Adult Illiterate Population (15 and over) 2005-2007				Adult Literacy Rate (15 and over) 2005-2007		
	Total (in million)	Male (in million)	Female (in million)	Percentage of female in adult illiterates(%)	Total (%)	Male (%)	Female (%)
South and West Asia	393	144	250	63	64.3	74.6	53.5
East Asia and the Pacific	110	33	77	70	93.3	96.0	90.6
Sub-Saharan Africa	164	62	102	62	62.1	71.0	53.7
Arab States	58	19	39	67	72.5	82.4	62.2
Latin America and the Caribbean	35	16	19	55	91.3	92.0	90.7
Other Regions	14	4	10	72	-	-	-
World Total	775	278	497	64	83.9	88.4	79.3

Source : UNESCO Institute for Statistics September 2008 Assessment

According to these estimates India has the largest share of the world adult illiterates (35%) followed by China (9%), Bangladesh (6%) and Pakistan (6%) as may be seen from the following table:

### LITERACY SCENE IN 2005-2007

Distribution of Adult Illiterate Population (15 and over) by Country, 2005-2007

Country	Adult literacy rate (%)	Adult illiterate population (in millions)	Share of World Total (%)
India	66.0	270	35
China	93.3	71	9
Bangladesh	53.5	49	6
Pakistan	54.9	48	6
Indonesia	91.4	14	2
Iran	84.7	8	1
Other countries	-	316	41
Total	83.9	775	100

Source : UNESCO Institute for Statistics September 2008 Assessment

Total number of adult illiterates in Asia and the Pacific Region according to Unesco estimates is 504 million which forms 65 percent of the world total. Of these 394 million are in South and West Asia. It includes 250 million (63.5%) female adult illiterates. East Asia and the Pacific have 110 million adult illiterates including 77 million (70%) women. Adult illiteracy rates for different countries of this region as per Unesco data are:

### COUNTRY DATA: ADULT LITERACY RATE 2007

Afghanistan*(28.1%)	India (66.0%)	Maldives(97.0%)	Papua New Guinea (57.8%)
Bangladesh (53.5%)	Indonesia (91.4%)	Mongolia(97.3%)	Philippines (93.4%)
Bhutan(55.6%)	Iran (84.7%)	Myanmar*(89.9%)	Sri Lanka (91.5%)
Cambodia (76.3%)	Lao PDR(73.2%)	Nepal(56.5%)	Thailand (94.1%)
China (93.3%)	Malaysia(91.9%)	Pakistan(54.9%)	Viet Nam*(90.3%)

2007 figures estimated by UNESCO Institute for Statistics in September 2008

\*1999-2000 figures estimated by UNESCO Institute for Statistics in September 2006

Cont... From Page no.6

method if extended to the year 2011 indicates that the literacy rate of this age-group would have gone upto 80.3 percent in 2011 and number of non-literates would have come down to 84.8 million. As may be seen from the following table:

**PROJECTION OF LITERACY POSITION - AGE GROUP 15-35 FOR 2006 AND 2011**

2006				2011			
Age group	Projected Population (in millions)	Literacy Rate (Progression)	No. of literates estimated (in millions)	Age group	Projected Population (in millions)	Literacy Rate (Progression)	No. of literates estimated (in millions)
15-19	119.1	81.7	97.3	15-19	121.7	85	103.4
20-24	103.0	79.3	81.7	20-24	118.0	81.7	96.4
25-29	90.0	73.2	65.9	25-29	102.0	79.3	80.9
30-34	81.9	67.0	54.9	30-34	88.9	73.2	65.1
Total	394.0	76.1	299.8	Total	450.6	80.3	345.8

2001 census indicated that the number of illiterate women of the age-group 15-35 formed about 66 percent of the total. At this rate number of female illiterates of the age-group 15-35 for the year 2006 is estimated at 62 million and about 55 million for 2011. National Literacy Mission would have made some of them literate during the period 2001-08 and need to take up programmes for making the remaining illiterate of this age-group literate if the target of 100 percent literacy for women of this age-group is to be achieved.

Prem Chand  
Senior Consultant

## 100% Female Literacy in Five Years - Pratibha Patil

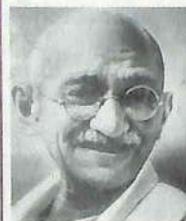


Smt. Pratibha Devisingh Patil, President of India in her address to Parliament on June 4, 2009 said that the National Literacy Mission is promised to be recast as National Mission for female literacy so that

over 50 percent female literacy becomes 100 percent in the next five years. Smt. Patil also said that female literacy would become a force multiplier for all social development programmes.

"Education must make our people the masters of technology and not its slaves. We must not ape or imitate. We must understand, modify and use knowledge for our benefit and for the country's benefit. Education must fight injustice, intolerance and superstition."

- **Rajiv Gandhi**



The earth provides enough to satisfy every man's needs, but not every man's greed.

- **Mahatma Gandhi**

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# IAEA NEWSLETTER

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## INDIAN ADULT EDUCATION ASSOCIATION

### One day training programme on Human Rights



Patron, IAEA and Chancellor, Janardan Rai Nagar Rajasthan Vidyapeeth University, Udaipur gave the inaugural address.

The academic programme was divided into five sessions. The first session was presided over by Shri H.C. Parekh, IRS (retd.), Member of the Executive Committee of IAEA and addressed by Shri S.K. Jain, Senior Research Officer, NHRC on the structure and work of National Human

Indian Adult Education Association in collaboration with the National Human Rights Commission (NHRC) organised a one-day training programme on Human Rights on July 10, 2009 at Bal Vikas Vidyalaya, Trilokpuri for the beneficiaries of the NGOs working in the resettlement colony, Trilokpuri in Delhi East. 125 persons participated in the programme out of which 88 were women.

Shri K.C. Choudhary, President, IAEA welcomed the participants and resource persons. Prof. B.S. Garg,



Rights Commission.

The second session was presided over by Dr. M.S. Ranawat, Treasurer, IAEA and the lecture was delivered by Shri Ramesh Pranesh, Director, Gender Resource Centre, Sarthak, Bapudham, New Delhi on Women and Human Rights.

The third session was presided over by Shri A.L. Bhargava, Joint Secretary, IAEA and the lecture on Right to Information was delivered by Ms. Santosh, Social Worker and RTI Activist, Parivartan, Nand Nagri, New Delhi.

The fourth session was on the



challenges before adolescent girls with special reference to the sexual harassment. This session was presided over by Shri Prem Chand, Senior Consultant, IAEA and the lecture was delivered by Ms. Mohini, Programme Manager, Pratidhi, New Delhi.

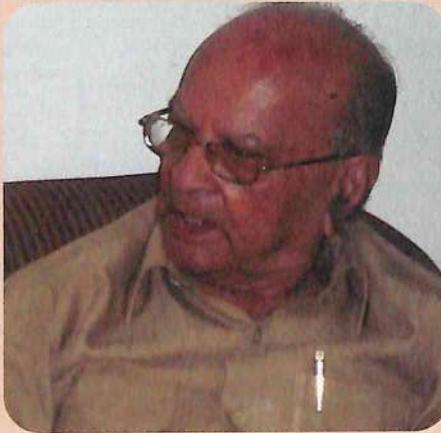
The fifth and last session was on Police and Human Rights. S/Shri Y.S. Chauhan and Amit Chadha, Advocates, Delhi High Court took the session. This session was presided over by Shri S.C. Dua, Consultant, IAEA.

Dr. Madan Singh, General Secretary, IAEA gave the valedictory address.



# State Council of Higher Education is the need of the hour: Prof. B.S. Garg

Prof. B.S. Garg, Chancellor, Janardan Rai Nagar Rajasthan Vidyapeeth, Udaipur and Patron, Indian Adult Education Association in his interview with Dr. Hemendra Chandalia, Professor & Head, Department of English, JRN Rajasthan Vidyapeeth said that a State level Higher Education Council is the need of the hour as almost all the states have a large number of universities and colleges but there is little coordination between them. A state level higher education council can become the right platform for such coordination. The regional variation, cultural aspirations and needs of the people can best be addressed if there is decentralisation in educational planning. Prof. Garg also said that the requirements of the people vary according to geographical and cultural differences and hence, the reading materials, course contents, teaching methodologies and research programmes should be designed as per the needs of the people. He was of the opinion that the State Higher



Education Council can be a coordinating body for the central, state, technical, deemed and private universities. When he was asked about Govt. of India's recent directions with regard to deemed and private universities, Prof. Garg said that commercialisation cannot be allowed in the field of education. No educational institution can be run like a business enterprise. He at the same time expressed the need to differentiate between the deemed universities working with a mission in specialised areas and the private universities which have mushroomed recently and are

functioning like business organisations.

Prof. Garg further said that only that education is complete which develops coordination between head, hand and heart. He emphasised that education should be linked to community development. The curriculum and syllabi should be designed in such a manner that every student of higher education is made to spend sometime for community linked programmes in each semester. He mentioned that Rajasthan Vidyapeeth has always followed a three pronged policy. The university in its objectives has laid down that it shall work for community development, conservation of culture and strengthening of all democratic institutions of the country. Referring to the smooth transfer of power in his university, Prof. Garg said that this is an era of women empowerment and Prof. Divya Prabha Nagar is heading the university with all pride. He expressed confidence that under her leadership the university will go to new heights.

## World Population Day organised by JSS, Shimoga

Jan Shikshan Sansthan, Shimoga organised World Population Day on July 11, 2009. The function was inaugurated by Shri N.J. Rajashekar, President, City Municipality, Shimoga and a lecture was given by Prof. B.M. Kumaraswamy, Economist. The function was

presided over by Smt. S.Y. Aruna Devi, Director Incharge, JSS, Shimoga.

As part of the World Population Day function awareness programmes were undertaken in seven taluks of Shimoga district wherein different competitions were conducted.

# Asia-Europe Conference on Teacher Training in Adult and Lifelong Learning



The Vice President of the Indian Adult Education Association, Prof. S.Y. Shah and the Associate Secretary of the Association Dr. P.A. Reddy were invited to attend the Asia-Europe Conference on Teachers and Trainers in Adult and Lifelong

Adult Education in India.

The main purpose of the conference was to discuss the theme of Professionalisation of Adult and Lifelong Learning in Asia and Europe with special emphasis on teacher training. The conference was attended



by sixty experts from several countries viz. Bulgaria, China, Denmark, France, Germany, India, Indonesia, Lettland, Malaysia, Norway, Philippines, Romania, Serbia, Sweden, Switzerland, and Vietnam.

Prof. Shah also extended an invitation to Prof. Ekkehard Nuissl Von Rein, Director of the German Institute for Adult Education on behalf of Shri K.C. Choudhary, President, Indian Adult Education Association & Chancellor, International Institute of Adult and Lifelong Education to visit India for further talks on planning collaborative programmes between the two institutions.

Learning organised jointly by the German Institute for Adult Education, University of Duisburg Essen, Romanian Institute for Adult Education, Consortium of European Research and Development Institute for Adult Education at Bergisch Gladbach, Bonn in Germany during June 29-30, 2009. While Prof. Shah presented a paper on "Teachers and Trainers in Adult and Lifelong Learning: Indian Scenario", Dr. Reddy's paper was on "Lifelong Learning in Indian Universities". Prof. Shah also moderated a session on Teachers and Trainers Role and participated in a Panel discussion on Problems and Prospects and also exhibited a Poster on Professionalisation of

## Prof. M.C. Reddappa Reddy participated in the International Conference



Prof. M.C. Reddappa Reddy, Director, Department of Adult and Continuing Education, S.V. University, Tirupati and a Life Member of Indian Adult Education Association participated in the International Conference on "The Measure of a Revolution : Cuba, 1959-2009" jointly organized by the University of North Carolina at Chapel Hill, Havana University, Boston University and Queens University, Canada from May 7-9, 2009.

Prof. Reddy visited University of Windsor, Canada from May 12-18, 2009 and delivered an invited lecture on "Integration and Innovations in Adult Education in India" at the Faculty of Nursing. He also visited Northern Illinois University, DeKalb, Illinois, US on May 18, 2009 to interact with the Directors of Centre for Black Studies, Faculty Development Programme, International Programmes and Literacy Education Department. On May 31, 2009 he presented a paper in the Interfaith Symposium organized by the Ahmadiyya Muslim Community, Windsor Branch, Canada on "Global Economic Meltdown: Causes and Solutions from Different Religious Perspectives".

# Meeting of the Group on Tribal Literacy Programme in Jharkhand



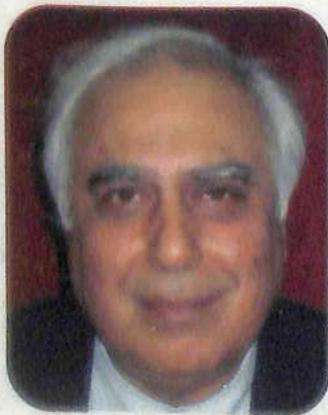
The first meeting of the Group on Tribal Literacy Programme in Jharkhand was held at State Resource Centre, Adri, Ranchi on July 4, 2009. The meeting was presided over by Shri Jagmohan Singh Raju, Joint Secretary and Director General (NLM). Others present in the meeting were Shri Rameshwar Oraon, Ex-Minister of Tribal Affairs, Govt. of India, representatives from state government, NGOs, Zilla Saksharta Samities. Dr. Shaibal Gupta, Director, State Resource Centre, Adri, Patna and Dr. V. Mohankumar, Director, Indian Adult Education Association also attended the meeting. The participants discussed in detail with regard to the lowest literacy rate among a few tribal groups,

special types of literacy programmes needed for such groups, changes required in the existing programmes of literacy to enhance the participation of tribal groups, teaching-learning materials which can enhance the interest of tribal learners, methodology of teaching and how the civil society can be mobilised for tribal literacy programme.



After the meeting was over Director General, NLM visited the tribal villages Pithoria at Kanke block on July 4, 2009 and Chachgura, Changani and Tikratoli at Bero block on July 5, 2009. In these villages he discussed with tribal men and women about their livelihood, ucation and adult education.

## Ambitious Action Plan of HRD Ministry



Shri Kapil Sibal, Union Minister of Human Resource Development unveiled an ambitious action plan of his Ministry for the first 100 days recently to revamp the education system which includes introduction of a bill for right of children to free and compulsory education, making class 10th board examinations

marks system, public-private partnership in school education, and evolving a national curriculum framework for teacher education.

Some of the legislative initiatives proposed are creation of an autonomous overarching authority for Higher Education and Research, law to prevent, prohibit and punish educational malpractices, law for mandatory assessment and accreditation in higher education through an independent regulatory authority, law to regulate entry and operation of foreign educational providers, law to establish tribunal to adjudicate disputes between teachers, students, employees and management, law to further amend National Commission for Minority Educational Institutions Act and law to amend archaic Copyright Act, 1957.

optional, exploring the possibility of a single school board at the all India level, doing away with the

# Task Force Meeting at Chandigarh

Two Task Force Meetings - one on Alternative Approaches for Adult Education and another one on Research were held on July 11, 2009 in the conference hall of ICSSR Complex, Panjab University, Chandigarh. Shri Jagmohan Singh Raju, Joint Secretary and Director General, NLM presided over the meetings. The Task Force on Alternative Approaches was coordinated by Dr. Om Prakash, Director, State Resource Centre, Shimla and the one on Research was coordinated by Dr. Manjeet Paintal, Director, Regional Resource Centre, Panjab University. Experts on adult education and research including Dr. Anita Dighe,

Director and Dean, Campus of Open Learning, Himgiri Nabh Vishwavidyalaya, Dehradun, Prof. Asha Sethi from Institute of Development and Communication, Chandigarh, Dr. V. Mohankumar, Director, Indian Adult Education Association, Dr. Dildar Khan, Director, Jan Shikshan Sansthan, Mohali, Dr. Ashwini Sharma, Dr. Lavleen Kaur, Dr. Anuradha Sharma and Dr. Dazy Zarabi from Regional Resource Centre attended the meetings.



The draft notes prepared by both the Resource Centres were appreciated by the DG, NLM. The entire discussion in the meetings was based on the draft notes prepared by the Centres. Both the task forces will have further meetings and finalise the reports shortly.

## Release of Learning Material by the Vice Chancellor of University of Pune

The faculty members of the Department of Adult, Continuing Education and Extension, University of Pune prepared learning materials on the topics National Integration, Non-Governmental Organizations, Unorganized Workers, Women Empowerment, Population Education and Senior Citizens which were released by Dr. Narendra Jadhav the outgoing Vice Chancellor of University of Pune.

Dr. Jadhav in his brief address appealed to the youth, particularly students to share their knowledge to the society and actively



participate in nation building.  
Dr. Dhananjay Lokhande  
Head & Director

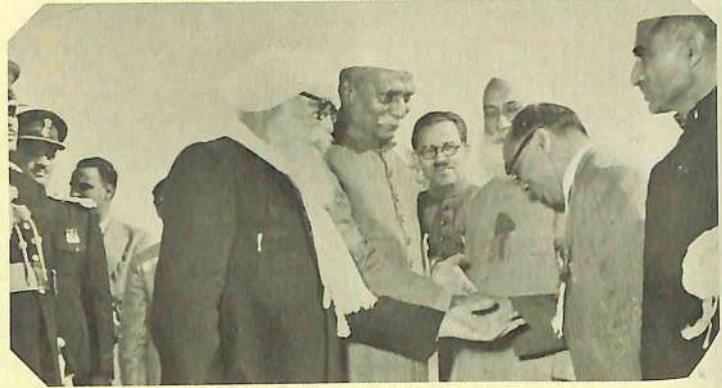
# इतिहास के झरोखे से



सन् 1952 में जामिया में आयोजित परिसंवाद को सम्बोधित करते हुए पंडित जवाहर लाल नेहरू

सन् 1956 भारतीय प्रौढ़ शिक्षा संघ के लिए गर्व एवं उल्लास से परिपूर्ण वर्ष था। 2 सितम्बर 1956 को सातवें राष्ट्रीय परिसंवाद का शुभारंभ स्वतंत्र भारत के प्रथम राष्ट्रपति डा. राजेन्द्र प्रसाद ने किया।

'ग्रामीण महिलाओं के मध्य विकास कार्य' विषय पर यह परिसंवाद अलीपुर,



राष्ट्रीय परिसंवाद में डा. राजेन्द्र प्रसाद

12वां अखिल भारतीय प्रौढ़ शिक्षा अधिवेशन श्री टी. मदैया गौड़ा की अध्यक्षता में 29 दिसम्बर 1955 को दिल्ली में हुआ। इस अधिवेशन में एक प्रस्ताव के माध्यम से केन्द्रीय सरकार से समाज शिक्षा के क्षेत्र में शोध, तकनीकी विकास, शिक्षण-प्रशिक्षण, वाचनालय एवं पुस्तकालय, जनता कॉलेज हेतु द्वितीय पंचवर्षीय योजना में पर्याप्त अनुदान का प्रावधान करने की अपील की गई।

1 अप्रैल 1955 को छठा क्षेत्रीय अधिवेशन 'जनता कॉलेज के संगठन एवं कार्यप्रणाली' पर अलीपुर में आयोजन किया गया। इसी क्रम में 26 सितम्बर 1955 को दिल्ली में छठा राष्ट्रीय परिसंवाद आयोजित किया गया जिसका विषय था 'समाज शिक्षा में पुस्तकालय का महत्व'।

दिल्ली में आयोजित किया गया था। इसी वर्ष 10 दिसम्बर को 13वां अखिल भारतीय प्रौढ़ शिक्षा अधिवेशन उदयपुर (राजस्थान) में डा. वी.एस. झा की अध्यक्षता में आयोजित किया गया।

सन् 1956-57 की कार्यकारिणी के लिए श्री वी.एस. झा को अध्यक्ष एवं डा. जाकिर हुसैन, सर्वश्री के.जी. सयिदेन, टी. मदैया गौड़ा, आर.एम. चैतसिंह को उपाध्यक्ष, श्री एस.सी. दत्ता को महासचिव तथा श्री एम. मुजीब को कोषाध्यक्ष चुना गया।

## Brief findings of Evaluation Studies conducted by IAEA

Indian Adult Education Association (IAEA) interalia is an all India level approved evaluation agency. National Literacy Mission has been nominating IAEA alongwith other agencies for conducting evaluation of literacy programmes in different parts of the country. So far the Association has conducted 42 evaluation/research studies out of which 6 are on Continuing Education Programmes, 9 are on Post Literacy Programmes, 12 are on Total Literacy Programmes and 15 are on other programmes. In this series, brief findings of

different evaluation studies will be brought out covering one evaluation study each time. In this issue we are covering evaluation study of Baramulla district of Jammu & Kashmir.

Indian Adult Education Association conducted external evaluation of Total Literacy Campaign of Baramulla district of Jammu & Kashmir in April 2009. The programme was sanctioned by NLM in February 2004. Teaching/learning process started in September-October 2006 and was completed in March 2009. The evaluation study has revealed the following

strengths weaknesses/limitations of the programme implementation and impact of the programme on the community. Some suggestions have also been made to improve the programme implementation.

### Strengths

1. Motivation of the learners was good. They were interested in learning. Value of education has been recognized by all the sections of the society. Participation of women was encouraging. There is a favourable environment for literacy and teaching/learning

Cont... Page no. 7

activity among the village community.

2. Primers I, II, III which were developed by the State Resource Centre, Kashmir University are relevant and were made available to all the learners.
3. Education Volunteers have undergone training in three phases of 3 days duration each. The training imparted was based on the curriculum developed by the State Resource Centre. All the Education Volunteers are found to be well qualified and motivated.
4. The literacy programme got community support and encouragement from religious leaders.
5. District and Block Coordinators found to have taken keen interest in the implementation of the programme.
6. Reading and writing activities of some of the learners were outstanding. They not only participated in the literacy centres but also learnt religious lessons from Madarsas. Many learners wanted to continue their studies upto VIII standard. They also wanted to learn English language and shown keen interest to acquire vocational skills.

### Limitations

1. Adequate funds were not available to ZSS for implementing the programme effectively.
2. There was inadequate staff at district and block levels for supervision and monitoring of the programmes.
3. Participation of other

development departments in the implementation of functionality and awareness aspects of literacy programmes was lacking.

4. Centres were mainly located at the residence of Volunteers. There was again shortage of infrastructure facilities.
5. Motivation of the Volunteers found to have gone down over a period of time. It was found that the Volunteers were infact demanding honorarium for their work.
6. Learners demand a certificate with regard to their literacy achievement (Primer-III) which has not been given by the ZSS.

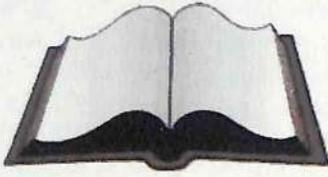
### Suggestions

- There should not be any gap between the Total Literacy Campaign and the Follow-up Programme. The literacy effort needs to be sustained so that the momentum gained is not lost and that the neo-literates do not relapse into illiteracy.
- Total Literacy Campaign was sanctioned for a target group of 1.83 lakh with the financial provision of Rs. 237.90 lakh. The total expenditure incurred is about Rs. 80 lakh only. Of the 1.83 lakh non-literates in the age group 15-35 who formed the target group of TLC, 1.10 lakh only were enrolled. The remaining 0.73 lakh also need to be covered under mopping-up programme.
- Out of 1.10 lakh P-III learners, only 0.64 lakh had achieved NLM norms. The literacy level of the remaining learners is still fragile and needs to be covered under the new programme 'Lok Talim'.

- A large number of highly educated youth, particularly girls participated in Total Literacy Campaign. They have served for about two years in the hope that they will be rewarded in some form or the other. Keeping in view the difficult terrain and vagaries of climate, it is suggested that the Volunteers/Preraks under the new programme may be paid honorarium for their service.
- There is a need for better inputs from development departments including education department to organize skill based programmes and awareness about the all programmes implemented in the district. Convergence with the development departments in the district needs to be planned.
- ZSS needs to develop a project for 'Lok Talim' programme which combines Total Literacy, Post Literacy and Continuing Education activities. It should include linking of literacy with development programmes and provision for vocational training to the learners.
- For the purpose of providing facilities of continuing education through open learning system atleast upto VIII std level, ZSS may affiliate itself with National Institute of Open Schooling or any other open school and may conduct classes for Std III, V and VIII for out of school students so that learners attain the needed levels of education and get valid certification for the same.

Prem Chand  
Senior Consultant

## Documents



Luis Enrique López and Ulrike Hanemann comp. **Adult Education for Indigenous Peoples and Minorities: A thematic Review.** Report on the Workshop Held at the CONFINTEA V MidTerm Review Conference, Bangkok, Thailand, September 2003. 2006. 35 pp.

This publication, based on a workshop held in the context of the CONFINTEA V MidTerm Review Conference, addresses the issue of adult education for the estimated 300 million people in the world belonging to indigenous population groups. It includes an overall survey, reports and good practice models from many different countries, and a list of the final recommendations made by the workshop

Margaret, Greene and Thomas, Merrick. **Poor Health, Poor Women: How Reproductive Health Affects Poverty.** www.icrw.org/docs/ECSP\_Focus\_Greene.pdf. 2008.

Does poor reproductive health prevent women from escaping poverty? Co-authors Margaret Greene of ICRW and Thomas Merrick of the World Bank found that poor reproductive health outcomes-early childbearing, maternal mortality/morbidity, and unintended/mistimed pregnancy - do have negative effects on overall health, and under certain circumstances, on education and household well-being. Their findings, published in this Woodrow Wilson Center publication, help make the case that improving

women's reproductive health is an important factor to alleviating poverty.

Nirantar. **Windows to the World: Developing a curriculum for rural women.** Delhi, Nirantar. 1997, 148p.

This document analyses the experience of developing and transacting a curriculum with rural women in Banda District, Uttar Pradesh. The curriculum was developed for a residential educational centre called the Mahila Shikshan Kendra. The objectives behind this effort were simple - to provide rural women with a broad based educational programme which takes them beyond literacy.

What makes this experience worth sharing is that there are few efforts to create gender-sensitive educational curricula for adult rural women who wish to educate themselves beyond rudimentary literacy. This document offers no conclusive research results about curriculum development for rural women. What it does offer are insights and analysis based upon direct field work. It should be considered a work-in-progress. For even as this document goes into print, many aspects of the curriculum are being re-worked and re-transacted in Banda.

Sarna Avina and Weiss, Ellen. **Current research and good practice in HIV and AIDS treatment education.** Paris, France, UNESCO, 2007.

As ART is scaled up, there is a growing realisation among programme managers and donors that merely providing ART and training health providers is not sufficient and that unless efforts are made to engage communities and individuals to improve their knowledge and understanding of HIV, AIDS, and ART, programmes will not be able to meet

the targets set by these initiatives, and will fall far short of contributing to the goal of attaining universal access to treatment. Treatment education has thus become a critical link between service provision and actual uptake of services. This paper describes current research and a field experience related to HIV and AIDS treatment education undertaken with individuals and communities and focuses on a select number of treatment education programmes that are currently underway in Kenya, South Africa, Thailand, Uganda, and Zambia. The paper also discusses a treatment literacy intervention evaluated in the United States. These programmes in Africa and Asia were selected because they represent a range of treatment education and adherence support interventions that target individuals and/or communities in developing countries, where documentation has been more limited. The paper highlights some of the successes of these programmes and identifies the gaps and problems experienced while conducting treatment education.

Subramanian, TSR. **Government in India: An Inside View.** New Delhi, Rupa. 2009, 208p.

The book is a sequel to the author's earlier book *Journeys Through Babudom and NetaLand*, both covering the theme of issues of governance in India. *Government in India: An Inside View* unravels how the entire administration, with infrastructure and its development programmes become the terrain for serving the personal and political interest of the neta in particular. The voice of the common man is still inaudible and the poorer segments of India, constituting a majority in India, remain impoverished.

SC Dua and Neha Gupta

Printed, Published & Edited by **Dr. Madan Singh**, General Secretary on behalf of the owner **Indian Adult Education Association**, 17-B, Indraprastha Estate, New Delhi - 110 002 Printed at M/s. Graphic World, 1686, Kucha Dakhini Rai, Darya Ganj, New Delhi - 110 002  
Editor-in-Chief: **KC Choudhary** Editor: **Dr. Madan Singh**

# IAEA NEWSLETTER

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## INDIAN ADULT EDUCATION ASSOCIATION

### Nehru and Tagore Literacy Awards Presented

The Indian Adult Education Association instituted two Literacy Awards, one in the name of Nehru in 1968 to commemorate the distinguished services of Pandit Jawaharlal Nehru and is given annually to individuals/institutions for the promotion of adult education and the second one in the name of Tagore in 1987 to commemorate the 125th birth anniversary of the great poet Gurudev Rabindranath Tagore and is given annually to individuals/institutions for promotion of literacy

New Delhi. Hon'ble Dr. APJ Abdul Kalam, Former President of India was the Chief Guest.

The recipient of Tagore Literacy Award for the year 2006 was Smt.

of literacy for the last 50 years, for 2007 was Smt. Lakshmi Rupal, Retired Principal, School of the Steel Authority of India, Durgapur, West Bengal and President, Luibrail Society of Blinds, Udaipur for her work in creating awareness among the rural women in Udaipur district regarding health related issues, promotion of literacy and population control and for 2008 was Smt. Rajni Kumar, Chairperson, Springdales Education Society and Honorary Adviser, Delhi Schools Literacy Project for involving the school students in large numbers to educate adult illiterates belonging



among women. The awards for the year 2006, 2007 and 2008 were presented in a function on July 31, 2009 at Ramada Plaza,

Krishna Mohanty, Member, Standing Committee, Utkal Navajeevan Mandal and Secretary Bajiraut Chhatravas, Angul, Orissa for her work in the field

to socially and economically deprived sections of the society in Delhi. The recipients of Nehru Literacy Award for 2006, 2007 and 2008 were Dr. Jaipal Tarang, Faculty Member in



Department of Education, Jamia Millia Islamia, New Delhi (Posthumous) for the creative literacy materials developed by him for non-literate and semi-literate learners, Prof. S.Y. Shah, Professor, Group of Adult Education, School of Social Sciences, Jawaharlal Nehru University, New Delhi for teaching, research, writing, extension work in the field and international cooperation and Shri Kailash Chandra Pant, Secretary Director, Madhya Pradesh Rashtra Bhasha Prachar Samiti, Bhopal for his active participation in the literacy movement and community development work in his capacity as the President of the Madhya Pradesh Proudh Shiksha Sangh. The Award for Late Dr. Jaipal Prang was received by Smt. Reeta Devi, his daughter-in-law.

The function started with Vandana by Smt. Shobhana Rao. Thereafter, the welcome address was given by Shri C. Choudhary, President, Indian Adult Education Association. He said that the Association is a pioneering institution in the field of non-formal, adult and lifelong education with 70 years of standing and recalled the services rendered by persons like Dr. P. Masani, Dr. Amarnath Jha, Shri K. Mukherjee, Dr. Zakir Hussain in nurturing the institution and meeting the wishes of Mahatma Gandhi for his



clarion call to educate people on self rule and wellbeing. He said that the whole world looks at Dr. Kalam as a Scientist but the educationists always see him as a teacher as he never missed an opportunity to interact with the students and show them the right way to be the best citizens of India. He also said that his very presence in the function shows his interest in the social sector in general and education in particular.

After receiving the awards from the Chief Guest the award winners gave their acceptance speeches.

Dr. APJ Abdul Kalam in his inspiring address said that for any nation, the level and quality of education is one of the most significant parameters for development. In India the literacy percentage has gone up over the years but the quality needs tremendous improvement. Education is not just the ability to read and write but also a complete process of human transformation. Hence, the synergy between education and learning has to be well perceived and operationalised. Education is essentially an aid to generate



worthwhile learning. Learning itself is ultimately an individualized and lifelong process, whereby human transformation occurs within the individual. Learning has various forms such as pre-learning, reinforcement of learning, classroom learning, individualized and independent learning of small groups or large masses, enrichment learning, self learning and self directed or self managed learning. Final result of the learning is the application of knowledge and skills for the benefit of the society, nation and the world.

Adult education can contribute to human resource development.

He said that basically adult literacy empowers the citizens with education and facilitates higher order transformation of society. In a knowledge society it will have added significance of continuous updating of knowledge. What is known today may not be adequate for tomorrow. What was known earlier may have to be researched for new understanding. The digital world has enabled a huge



amount of knowledge and information which can be enabled through conventional teaching processes and autonomous learning methodologies. With regard to modern distance communication tools to impart adult education, Dr. Kalam was of the opinion that the single most obstacle is generation of software content as it requires a mission mode operation integrating the efforts of government, NGOs and individuals. He desired Indian Adult Education

Association to contribute in this important area.

Dr. Kalam stressed the need for involvement of students in literacy teaching. He said that at any given time 10 million students study in 8,000 colleges all over the country and 13 million students study in higher secondary schools. If they are employed as volunteer teachers they can make the India literate in short span of time.

He concluded his speech by stating that adult education and adult empowerment are essential prerequisite for development. It is about empowerment and it is about enabling the adult to use his/her faculties to receive and transmit knowledge. It is about educating on the rights and responsibilities and protecting them from injustice. It is

also about educating on the basics of hygiene and disease prevention. It is about projecting avenues for growth and paving the way for new generations with knowledge power.

At the end, Dr. Madan Singh, General Secretary Indian Adult Education Association proposed vote of thanks. He said that the speech of Dr. Kalam was like a scholar in the field of education delivering a research paper on adult education. He congratulated all the award winners and said that they are the leaders in the field of adult education and models for others to emulate.

The function ended with National Anthem.



# Residential Workshop on Education and Research in Lifelong Learning

A ten days residential workshop on Education and Research in Lifelong Learning is proposed to be organised jointly by Institute of Lifelong Learning, University of Delhi; School of Education, Grahur University and International Institute of Adult and Lifelong Education, New Delhi from October 5-14, 2009. The topics to be covered in the workshop include national and international perspectives on Lifelong Learning, Role of Open Distance Learning, Normative Functions of Adult Education, Role of ICT, Lifelong Learning initiatives in University of Delhi and European Universities, Knowledge Society, Important Lifelong Learning Organisations, professionalisation of Adult Education in Germany, Research Trends - Qualitative and Quantitative Methods, Participatory Research, Application of Social Science Package and Methodology of Content Creation for e-learning. The participants will get an opportunity to review recent publications and researches, hands on training in content creation and educational and cultural visit to Agra.

Centre Building, Opposite SGTB Khalsa College, Patel Chest Road, Delhi.

The total intake of participants is only 30 out of which 20 will be from outside Delhi.. Persons working in the institutions like State Resource Centres, NGOs, University Departments of Adult, Continuing Education and Extension may send their letter of participation electronically through e-mail : someone@example.com with a copy to the Administrative Officer of the Institute : Ms. Kalpana Kaushik : [iaea\\_india@yahoo.com](mailto:iaea_india@yahoo.com)

However a fee of Rs. 1000/ (one thousand only) should be remitted through a separate Demand Draft drawn in favour of Director, Institute of Lifelong Learning, University of Delhi, payable at New Delhi with a copy of the letter of the participation. The last date for the receipt of letter of participation is September 18, 2009. Selected candidates will be informed by 25th September so that they can make their travel plans. The candidates are required to meet their travel expenditure from parent institutions. The outside participants will be given free boarding and lodging by the Institute of Lifelong Learning, University of Delhi.

## Workshop on Research Methodology at University of Pune

The Department of Adult Continuing Education and Extension, University of Pune had organised a two day workshop on Research Methodology on July 6-7, 2009 for the senior citizens who desire to pursue the Doctoral Degree in the University. The workshop was inaugurated by Dr. Arun Adsul, Vice Chancellor and the keynote address was given by Dr. Pandit Vidyasagar, Director, BCUD. Dr. Dhananjay Lokhande, Director & Head, Department of Adult Continuing Education and Extension welcomed the participants. Dr. Navnath Tupe, Faculty Member of the Department of Adult Continuing Education and Extension coordinated the workshop.

## World Population Day by Department of Lifelong Learning, Acharya Nagarjuna University

World Population Day was celebrated by the Department of Lifelong Learning, Acharya Nagarjuna University, Nagarjuna Nagar, Andhra Pradesh by organising different programmes. One was at Vijayawada, Guntur and Tenali and the another one was at SC/ST Colony in Maddiralapadu village in collaboration with NSS unit of Sriji College of Prakasam district and the third one was at Geetham Degree College, Ongole.

## Executive Committee Meeting of IAEA



The third meeting of the Executive Committee of Indian Adult Education Association was held on July 31, 2009 under the Chairmanship of Shri K.C. Choudhary, President, IAEA. In all 21 members and two social invitees attended the meeting. The committee disposed off several agenda items including review of the activities of the

Association for the period January-June 2009 approval of budget estimates for the year 2009-10 and Audited Statement of Accounts for the year 2008-09 and consideration of the applications for institutional, life and annual membership. The Committee also approved for insurance cover to IAEA building and members of the staff.



## Eye Camp for School Children

in Balvikas Vidyalaya, Block 8, Trilokpuri, Delhi East. Around 500 school students and women learners of vocational courses run by the school underwent eye check-up by a team of qualified doctors and technicians under the leadership of Dr. Ruma Gupta from Vision 2020 organisation.

eye related problems and they require further examination in the lab setting. IAEA will facilitate the same and if recommended, spectacles will be provided as recommended by the doctors.

The Indian Adult Education Association in collaboration with Eye Care Foundation, Mumbai organised a four-days Eye Camp from July 20-23, 2009

Primary screening results show that around 76 students have

All the children who came for eye check-up were given Nutrilife Chunks packs by Savour India Pvt. Ltd., Janakpuri, New Delhi free of cost.

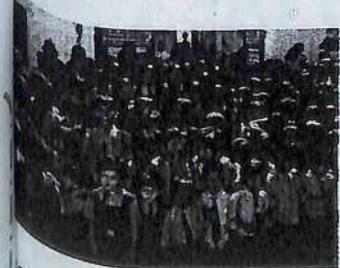
# Task Force Reports Presented

The National Literacy Mission has constituted 20 Task Forces on various aspects and given the responsibility to State Resource Centres and DAE as per the following for coordination :

1. Mobilisation - SRC, Haryana.
2. Micro Planning - SRC, Chhattisgarh.
3. Macro Planning - SRC, Bihar (Deepayatan).
4. Training - DAE.
5. Monitoring - DAE.
6. National Curriculum Framework of Adult Education - DAE.
7. Learners' Assessment - SRC, Madhya Pradesh (Indore).
8. Evaluation - SRC, Maharashtra (Aurangabad).
9. ICT for Adult Education - SRC, Maharashtra (Pune).
10. NAREGA - SRC, Rajasthan.
11. Literacy for Tribals - SRC, Jharkhand.
12. Literacy for Scheduled Castes - SRC, Andhra Pradesh.
13. Literacy for Muslim Minorities - SRC, Delhi.
14. Guidelines - SRC, Tamil Nadu.
15. Future Strategies of Adult Education for NE States - SRC, Assam.
16. Public Private Partnership - SRC, West Bengal.
17. Research - RRC, Chandigarh.
18. Alternative Approaches for Adult Education - SRC, Himachal Pradesh.
19. Convergence - SRC, Uttarakhand.
20. Equivalency - SRC, Kerala.

A two-day meeting was held at NCUI, New Delhi on August 7-8, 2009 in which the coordinating agencies presented the reports. Shri Jagmohan Singh Raju, Joint Secretary (Adult Education) and DG, NLM presided over the meeting. Apart from the Directors of State Resource Centres, officers of the Ministry and DAE attended the meeting. Dr. V. Mohankumar, Director and Shri Prem Chand, Senior Consultant, IAEA attended the meeting as special invitees.

## Education becomes every Indian's birth right



**O**n August 4, 2009, the Lok Sabha adopted Right of Education to Free and Compulsory Education Bill, 2009 by voice vote which envisages free and compulsory education for children in the 6-14 years

age-group. The Rajya Sabha had already passed the Bill on July 20th. It would now be sent to the President for assent, before notifying the same as a law for implementation.

Some of the highlights of the Bill include 25 percent seats earmarked to weaker sections in private schools, going away with the practice of schools taking capitation fees before admission and subjecting the children or parents to any screening procedure and building up of neighbourhood schools in three years by the states.

## South India doing well to achieve UN Goals

**T**he southern states of India will achieve Millennium Development Goals well before the 2015 deadline. In contrast, the northern states will not only fail in their targets but go well beyond the 2015 deadline.

Kerala has already achieved the set targets, seven years before the deadline. Well on the track are Andhra Pradesh, Karnataka and Tamil Nadu which will meet the targets by 2012, three years ahead of time. However, states like Bihar, Chhattisgarh, Jharkhand, Madhya Pradesh, Orissa, Rajasthan and Uttar Pradesh will take an additional ten years to meet the targets, i.e. not till 2015.

# ANNOUNCEMENT

The Indian Adult Education Association in collaboration with Gandhigram Rural University, Tamil Nadu is organising 58th All India Adult Education Conference at Kanyakumari from December 11-13, 2009. The theme of the Conference is "Youth and Lifelong Learning". All the adult educators are cordially invited. The exact venue of the conference will be intimated later.

The delegates who desire to attend the conference may remit the fee of Rs. 750/- (delegation fee of Rs. 250/- and the subsidized boarding charges of Rs. 500/-) through a Demand Draft drawn in favour of "Indian Adult Education Association" payable at New Delhi.

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 at IAEA office and will be sent only on request.

Kanyakumari can be reached by train/bus from Chennai or Thiruvananthapuram. Delegates are requested to secure reservation for their return journey well in advance before proceeding to Kanyakumari from their originating stations as it will be very difficult to

seek rail reservation on arrival in Kanyakumari.

The delegates are requested to send their Registration Forms duly filled, and send the same to General Secretary, Indian Adult Education Association, 17-B, Indraprastha Estate, New Delhi - 110 002 alongwith the Demand Draft for Rs. 750/- on or before November 10, 2009.

The travel plans to Kanyakumari may be intimated directly to Dr. L. Raja, Assistant Director, Department of Adult, Continuing Education and Extension, Gandhigram Rural University, Gandhigram, Dindigul District, Tamil Nadu, Pin. 624 302.

The contact numbers of Dr. L. Raja are:

Tel.: 0451-2452371, 2451371

Mobile: 09443677457

E-mail: drlingamraja@yahoo.com

Those who desire to present thematic papers in the conference are requested to send the same to IAEA on or before November 10, 2009. The soft copy may be sent by e-mail directoriaea@gmail.com and hard copy by post.

Dr. Madan Singh  
General Secretary

## Visit of Prof. A. Bhattacharya to IAEA



Prof. Asoke Bhattacharya, Director & CEO, Roopkala Kendra, Film & Social Communication Institute Under I.&C.A. Department, Govt. of West Bengal and Visiting Professor, International Institute of Adult and

Lifelong Education visited IAEA on July 30, 2009. He had a discussion with the President, Vice President and General Secretary with regard to the course on Research Methodology proposed to be conducted in October 2009 at New Delhi.

# Nehru and Tagore Literacy Awards 2009

## Recommendations Invited

The Indian Adult Education Association instituted two Literacy Awards, one in the name of Nehru in 1968 to commemorate the distinguished services of Pandit Jawaharlal Nehru and is given annually to individuals/institutions for the promotion of adult education and the second one in the name of Tagore in 1987 to commemorate the 125th birth anniversary of the great poet Gurudev Rabindranath Tagore and is given annually to individuals/institutions for promotion of literacy among women. Both the awards carry a plaque, a shawl, a citation and Rs. 21,000 cash.

Recommendations for nomination to the Awards are invited from reputed individuals and institutions from India. The persons or institutions recommended for the Awards should have rendered outstanding service in the field of literacy, adult education, continuing education and lifelong education at least for ten years.

A National Level Committee will recommend the names for Awards from the nominations received and the decision of the Committee will be final.

The last date for the receipt of recommendations in prescribed proforma is September 30, 2009. A model form for recommendation of names for the awards is published in this issue.

The recommendations may be sent to:

Dr. Madan Singh  
General Secretary  
Indian Adult Education Association  
17-B, Indraprastha Estate  
New Delhi - 110 002

## UGC Special Assistance to DACE, S.V. University, Tirupati

The Department of Adult and Continuing Education (DACE) of Sri Venkateswara University, Tirupati has been sanctioned Special Assistance Programme (SAP) by the University Grants Commission, New Delhi for five years. Under the programme, the Department will work on three thrust areas viz., Community Based Action Research Studies; Students Counselling and Career Guidance; and Vocational Training and Skill Promotion Programmes. Dr. M.C. Reddeppa will coordinate the Programme at the Department level and Dr. P. Adinarayana Reddy will act as Deputy Coordinator.

## Hungarian Scholarship to Dr. P. Adinarayana Reddy

Dr. P. Adinarayana Reddy, Director, Department of Adult and Continuing Education, S.V. University, Tirupati and Associate Secretary of Indian Adult Education Association has been selected for Hungarian Scholarship for the year 2008-09. The topic chosen is Lifelong Learning Opportunities in Hungary : Lessons for India in which Dr. Reddy will study the opportunities available for lifelong learning for various sections of the society in Hungary, extent of utilization of opportunities, opinion of the stakeholders about the practical utility of the skills acquired, role of governmental and non-governmental sectors in promoting lifelong education etc. The Scholarship is for six months and commences from September 1, 2009. During his stay in Hungary he will receive the scholarship of 1,98,800 HUF per month.

## RECOMMENDATION FOR NEHRU LITERACY AWARD/TAGORE LITERACY AWARD

[Kindly use one form for one award. Wherever space is insufficient, separate sheet may be used]

1. Name and address of the Member of IAEA/Department/Organization making the recommendation \_\_\_\_\_  
\_\_\_\_\_
2. Name of the individual or institution recommended for the Award (please specify the name of the Award clearly)  
\_\_\_\_\_
3. If the individual is recommended for Award, please give the full name, designation, organisation in which he/she is working with complete postal address \_\_\_\_\_  
\_\_\_\_\_
4. If the institution is recommended for Award, please give the full name of the institution and complete postal address \_\_\_\_\_  
\_\_\_\_\_
5. The area(s) in which the work being done by the individual/institution recommended for award (please tick the appropriate field):
  - a. Basic literacy
  - b. Post-Literacy and Continuing Education
  - c. Lifelong Education
  - d. Extension work and outreach activities
  - e. Organizational work
  - f. Development of innovative teaching learning materials
  - g. Creating awareness and improving the social and economic status of women
6. Please write in detail the outstanding work done by the individual/institution recommended for award in the chosen area(s) above \_\_\_\_\_  
\_\_\_\_\_
7. The length of service of the individual/institution recommended for award in the relevant field of work \_\_\_\_\_  
\_\_\_\_\_
8. Additional information, if any. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

Signature with name of the recommending person/authority and  
complete postal address



FIFTY EIGHTH  
ALL INDIA ADULT EDUCATION CONFERENCE

jointly organised by

INDIAN ADULT EDUCATION ASSOCIATION

International Institute of Adult & Lifelong Education

and

GANDHIGRAM RURAL UNIVERSITY, TAMIL NADU

December 11-13, 2009

REGISTRATION FORM

1. Name \_\_\_\_\_

2. Designation \_\_\_\_\_

3. Organisation, (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

# Brief findings of Evaluation Studies conducted by IAEA

Indian Adult Education Association conducted external evaluation of the Accelerated Female Literacy Programme (AFLP) of Gajapati district of Orissa in March 2006.

Gajapati is one of the low literacy districts of Orissa state. Literacy rate of the district according to 2001 census was 41.26 percent as compared to the state literacy rate of 63.08 percent and national literacy rate of 54.84 percent. Female literacy rate of the district was only 28.42 percent as compared to the state female literacy rate of 50.51 percent and national female literacy rate of 43.67 percent. Gajapati district with a female literacy rate of below 30 percent was sanctioned an AFLP project by National Literacy Mission in July 2003 to be implemented during July 2003 to December 2003. The programme was implemented through 7 reputed Non-Government organizations. Survey work could be started on 2-11-2003 and training of functionaries was completed in December 2003. The teaching/learning activity was conducted during January 2004 to July 2004.

## Output analysis

Final target group of non-literate females was accepted as 70,571 in 127 Gram Panchayats (leaving out two Telugu speaking Gram Panchayats) of 7 CD blocks. Survey was conducted by the Volunteer Teachers. Training of RPs, MTs and VTs of the seven NGOs was conducted with the help of SRC Orissa. Environment building activities were organized by the implementing agencies themselves (seven NGOs) in their allotted Gram Panchayats. Total enrollment was reported as 69,326 forming 98.2 percent of the target of 70,571. At the end of the programme, 32,810 learners had completed Primer-I and 21,916 were still studying at Primer-II. Number of Primer-II learners thus was 54,726 which formed 77.5 percent of the total target. The remaining learners were at Primer-I and Primer-III levels.

The evaluation study took a stratified sample of 3,415 learners spread over 28 villages of the areas covered by the 7 NGOs. Only 2,253 learners forming 66 percent of the sample appeared in the test. 309 (13.7%) of them were found to be proxy learners. 1,298 forming 66.77 percent of the genuine learners achieved the prescribed norms. Taking into account the expected achievement of absentee learners as per the recommendations of Arun Ghosh committee, success rate in respect of all the sampled learners came to 52.38 percent. By

applying the results of the sample to the universe, 41.35 percent of the enrolled learners and 40.61 percent of the total target learners were estimated to have achieved NLM norms. The total number of female learners became literate was 28,665.

## Observations/Conclusions

- i. Female literacy rate of the district for all areas would have increased by about 13.2 percentage points from 28.4% to 41.6% and for rural areas alone it would have increased by about 15 percentage points from 24.5% to 39.5%. Female literacy rate of age group 15-35 is estimated to have gone up from 30.1 percent to 56.6 percent.
- ii. Role of ZSS Gajapati in the implementation of AFLP was only marginal. They did collect information from NGOs and compiled it at the district level. However, they were not involved in the planning stage. BDOs, CDPOs and DIOs also did not do much to give feedback to ZSS despite the circular from the District Collector.
- iii. Long term impact is visualized in terms of creating favourable environment for literacy/adult education programmes in the district by increased motivation of learners, gaining of experience by the NGOs to work with non-literate female population and improving their confidence and appreciating their needs. In the long run, the change in environment will help in better implementation of Residual Literacy and Continuing Education programmes in the district.
- iv. Panchayati Raj Institutions were associated in motivating the learners to join AFLP centres. They also motivated VTs to organize AFLP centres. Sarpanch, Deputy Sarpanches, Ward Members and Community leaders participated in the meetings of AFLP. Theirs was not much of direct involvement in implementation as such.
- v. The NGOs who were engaged in several other development activities of the villages assigned to them were fully involved in planning, implementation and monitoring and supervision of the AFLP. They sought help from other NGOs, PRIs, community leaders, etc. and cooperated with Govt. agencies including the External Evaluation Team, State Resource Centre and the Self Help Groups also provided their support to the programme.

## Limitations

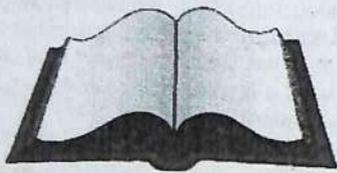
- i. The most important limitation which worked against the successful running of the AFLP in the Gajapati district was the absence of a literate milieu among the rural, hilly and tribal society.
- ii. The duration of the programme implementation viz. 6 months was a short period for implementation of a programme of this nature.
- iii. Non-availability of motivated VTs willing to work on voluntary basis without proper remuneration hindered the progress.
- iv. ZSS was almost non-existent.
- v. Oriya primer presented some initial difficulties for Saura Tribal people using Saura dialect in their day to day life and Telugu speaking people in some areas.
- vi. Adequate and proper space was not available for organizing AFLP centres.

## Suggestions for improvement

- i. Ultimate objective of the literacy/adult education programmes is to improve the quality of life of the people mainly those of non-literates and neo-literates. To avoid relapse into illiteracy of neo-literates, taking up of follow-up programme in the district is essential. There is need to provide proper infrastructure for Zila Saksharta Samiti and NGOs need to be associated with the follow-up programme. Quality of life improvement and income generating activities need to be taken up with the help of NGOs and Self Help Groups to raise the motivation of learners to join literacy programmes and to raise their quality of life.
- ii. Setting up of a Jan Shikshan Sansthan for the Gajapati district should also be considered for taking up skill development programmes.
- iii. SRC needs to examine suitability of Oriya primers for Saura Tribes using Saura dialect and of preparing separate primer for Telugu speaking people.
- iv. Availability of space for organizing literacy/CE centres needs to be looked into. Immediate sanctioning of a programme for removal of Residual Illiteracy particularly for women in the district is strongly recommended.

Pre'm Chand  
Senior Consultant

## Documents



Abdi, Ali A and Kapoor, Dip. *Perspectives on Adult Education*. New York, Palgrave Macmillan. 2008. 284p.

This collection brings together adult education theorists and practitioners from Africa, Asia, Latin America and the Caribbean in an attempt to foreground issues, concepts, theories and practices of adult education in Southern locations. Key contributions include contemporary theoretical implications of the works of Nyerere, Freire, Confucius, Mao, Buddhism and African indigenous conceptions along with current discussion pertaining to globalization, citizenship and adult education and learning in social movements. Case studies from all regions address context-specific grounding of these theoretical and conceptual discussions, while addressing higher education, community, movement and NGO/civil society spaces of engagement.

Carr-Hill, Roy. *International Literacy Statistics: A review of concepts, Methodology and current data*. Canada, UNESCO Institute for Statistics. 2008. 82p.

Many would argue that literacy is one of the most neglected goals of the movement towards Education for All. Several Asian countries have reported spectacular progress since the 1990s. Yet globally, the numbers and distributions of illiterate adults have hardly changed over the past 10 years primarily because of population growth.

This report traces paradigm shifts in the understanding and measurement of literacy over the past five decades. It provides analysis of the current situation based on conventional statistics, while explaining changes in UIS methodologies and measures.

Dewan, V.K. *Child Labour: A Socio-Legal Perspective*. New Delhi, Pentagon Press, 2009. 214 p.

The book provides an overview of the issue both in Indian and global context. It reflects briefly on the contemporary trends in global child labour problem. A comparative analysis of global child labour scenario is presented. Major international child labour laws and related human rights laws to child labour are discussed in detail. A report on proposed convention and recommendation prepared by the committee on child labour is discussed in detail. The book also provides readers with selected national laws on child labour and the action plans and programmes being followed for the elimination of child labour problem in India. India's child labour rules and related initiatives are analyzed critically vis-a-vis various attempts being made towards elimination of child labour globally.

In addition it provides readers with a brief listing of acronyms on the subject, glossary of related terms, and a detailed bibliography for the purpose of further referencing and research. An appendix providing supporting documents is also given.

Joshi, Uma. *Research Methodology for Community Development*. New Delhi, Authorspress, 2008, 140 p.

The book includes chapters on importance of community research, how to involve people in research and ways of identification of their needs and problems as well as how to plan for community research. It

also includes a chapter on community research methods which discusses in detail qualitative and quantitative community research methods, participatory action research methods and how to encourage the participation of people in research. It also throws light on use of communication tools for encouraging participation of people. The methods of participatory monitoring and evaluation have been also provided. At the end of the document guidelines for writing a research report are also given.

Kandregula, B.B. *Elementary Education*. New Delhi, APH, 2008, 198 p.

The present study seeks to ascertain the improvement in the performance of the teachers through DPEP training programmes, the attitude of teachers towards Various Training Programmes conducted for themselves and also the role of the Teacher Centre Secretaries in providing knowledge on the latest developments in both content and methodology as well as to assess the role of the resource persons in providing academic support to the teachers.

Unesco. *Global Education Digest 2009: Comparing education statistics across the world*. Canada, Unesco Institute for Statistics. 2009. 262p.

In 2007, over 2.8 million students were enrolled in higher education institutions outside their country of origin, an explosive 53% increase since 1999. From which countries do these students originate? Which countries are their top destinations? What levels and fields of study do mobile students choose? Answers to these and other questions, which are key to policymaking, are provided in the 2009 edition of the UIS Global Education Digest (GED).

SC Dua and Neha Gupta

Printed, Published & Edited by **Dr. Madan Singh**, General Secretary on behalf of the owner **Indian Adult Education Association**, 17-B, Indraprastha Estate, New Delhi - 110 002 Printed at M/s. Graphic World, 1686, Kucha Dakhini Rai, Darya Ganj, New Delhi - 110 002 Editor-in-Chief: **KC Choudhary**

Editor: **Dr. Madan Singh**

# IAEA NEWSLETTER

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INDIAN ADULT EDUCATION ASSOCIATION

## PM launched 'Sakshar Bharat'



## International Literacy Day

International Literacy Day is celebrated all over the world on the 8th of September every year to mobilise public opinion for the cause of literacy. For the first time, problem of illiteracy was discussed at the international level in the World Congress of Ministers of Education at Tehran on September 8, 1965. Subsequently, Unesco in its Fourteenth session in November 1966 had declared this day as the International Literacy Day. Hence, the first International Literacy Day was celebrated on September 8, 1967. This year it is 43rd in series.

On this occasion, Indian Adult Education Association greets all the adult educators, field functionaries, experts, resource persons, trainers, academicians and officials.

On the 43rd International Literacy Day national level function at Vigyan Bhavan, the Prime Minister of India, Dr. Manmohan Singh launched 'Sakshar Bharat' to educate 7 crore adult illiterates in the age-group 15+, 6 crore of them women, by 2012. The modified scheme will be implemented in an integrated manner with the combination of basic literacy, basic education for equivalency, skill development and continuing education. Nearly 1.70 lakh Gram Panchayats in 365 districts will be covered with an estimated expenditure of Rs. 6502.70 crore of which Rs. 4993.02 crore would be central

share. The goal of this programme is to take the national literacy levels from 64 percent to 80 percent by 2017 and reduce the gender gap from 21 percent to 10 percent. The slogan given for this programme is 'हर महिला साक्षर, हम साक्षर'।

On this occasion others present were the Speaker of Lok Sabha, Smt. Meira Kumar, the Union Minister of Human Resource Development, Shri Kapil Sibal, the Minister of State for Human Resource Development, Smt. D. Purandeswari, the ADG, UNESCO, Mr. Nicholas Burnett and the Secretary, Department of School Education and Literacy, Smt. Anshu Vaish.

# Happy Teachers Day



In India 5th September is celebrated as Teachers' day as a mark of tribute to the contribution made by teachers to the society. 5th September is the birthday of a great teacher Dr. Sarvapalli Radhakrishnan, who was a staunch believer of education, and was the well-known diplomat, scholar, President of India and above all a teacher.

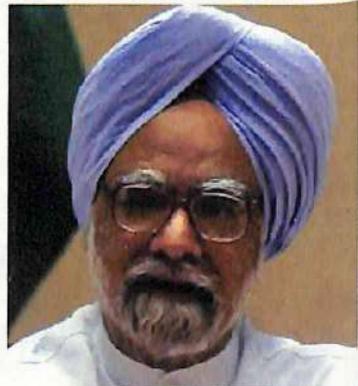
One of the most celebrated writers in the modern India today his work varies on philosophical, theological, ethical, educational, social and cultural subjects. He contributed numerous articles to different well-known journals, which, are of immense value and seems to surprise various readers because of the depth in the meaning of the articles.

Teachers mold the lives that they influence because the lessons learned from teachers remain with their students throughout life. We should always respect our teachers. Teachers need encouragement and support from the community to feel that their devotion to students is appreciated.

*A good teacher is like a candle - it consumes itself to light the way for others.*

## PM's Commitment for Women Empowerment and Education

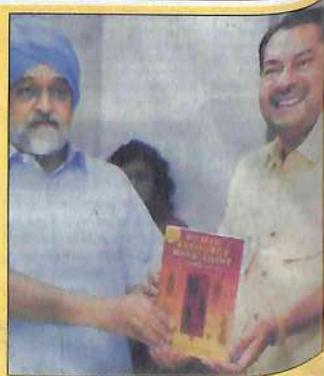
The Prime Minister of India, Dr. Manmohan Singh in his Independence Day speech on August 15, 2009 stressed the need for women empowerment through participation in developmental work and by education. He said that the practice of female foeticide is regrettably persists in our society and it must be eliminated as early as possible. According to him, the progress of the nation will be incomplete till women become equal partners in all the areas of life. He expressed the commitment of his government for the early passage of the Women's Reservation Bill which will provide one-third reservation for women in Parliament and the State Assemblies and legislation to provide 50% reservation for women in rural and urban local bodies.



While emphasising the need for education of women to enable them to participate actively in the democratic institutions, Dr. Singh expressed his government's commitment to launch a National Female Literacy Mission, through which female illiteracy will be reduced by half in the next three years.

## Book Release

A book titled "Human Resource Management - A Contemporary Text" (fourth revised edition) authored by Shri Bhaskar Chatterjee, IAS, Principal Adviser, Planning Commission, Govt. of India and published by Sterling Publishers Pvt. Ltd. was released by Shri Montek Singh Ahluwalia, Deputy Chairman, Planning Commission on August 24, 2009 at Yojana Bhavan, New Delhi. The cost of the book is Rs. 350/- per copy.



The fourth edition of the book is a thoroughly revised and enlarged version that has been updated to reflect the thinking on HRD theory and practice that has taken place over the last few years.

# 58th All India Adult Education Conference at Kanyakumari and International Seminar

The Indian Adult Education Association in collaboration with Gandhigram Rural University, Tamil Nadu is organising 58th All India Adult Education Conference and International Seminar at Kanyakumari. While the Seminar will be for one day i.e. on December 11, 2009, the Conference will be for two days i.e. on December 12-13, 2009. The theme of the Conference and Seminar is "Youth and Lifelong Learning". The International Seminar will be attended by adult education experts from SAARC countries. All the adult educators are cordially invited. The exact venue of the conference will be intimated later.

The delegates who desire to attend the conference may remit the fee of Rs. 750/- (delegation fee of Rs. 250/- and the subsidized boarding charges of Rs. 500/-) through a Demand Draft drawn in favour of "Indian Adult Education Association" payable at New Delhi.

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 at IAEA office and will be sent only on request.

Kanyakumari can be reached by train/bus from Chennai or Thiruvananthapuram. Delegates are requested to secure reservation for their return journey well in advance before proceeding to Kanyakumari from their originating stations as it will be very difficult to seek rail reservation on arrival in Kanyakumari.

The delegates are requested to send their Registration Forms duly filled and send the same to General Secretary, Indian Adult Education Association, 17-B, Indraprastha Estate, New Delhi - 110 002 alongwith the Demand Draft for Rs. 750/- on or before November 10, 2009. The registration form may be seen in IAEA Newsletter August 2009 issue.

The travel plans to Kanyakumari may

be intimated directly to Dr. L. Raja, Assistant Director, Department of Adult, Continuing Education and Extension, Gandhigram Rural University, Gandhigram, Dindigul District, Tamil Nadu, Pin. 624 302.

The contact numbers of Dr. L. Raja are:

Tel.: 0451-2452371, 2451371

Mobile: 09443677457

E-mail: drlingamraja@yahoo.com

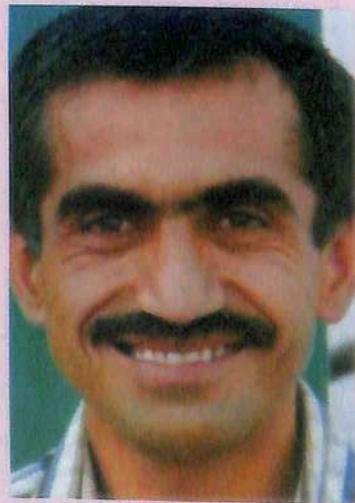
Those who desire to present thematic papers in the conference are requested to send the same to IAEA on or before November 10, 2009. The paper may be given appropriate title. The soft copy may be sent by e-mail directoriaea@gmail.com and hard copy by post.

Dr. Madan Singh  
General Secretary

## Ph.D. Degree Awarded

Shri Vivek Nagpal has been awarded Ph.D. in Adult Continuing Education and Extension by the University of Delhi. Shri Nagpal completed his Ph.D. under the guidance of Prof. Sneha Lata Tandon. The topic of the dissertation was "A Study of Non-Formal Education Component in the Vocational Training Programmes of Selected Voluntary Organisations".

Life member of IAEA, Dr. Vivek Nagpal has been associated with IAEA since 1992, when he was still a PG student at Jamia Millia Islamia. After his Master's degree in Extension Education from Jamia Millia Islamia, he had the distinction of winning a UGC Junior Research Fellowship (JRF) on the basis of National Eligibility Test (NET). He had a brief ad hoc term as a lecturer in the Department of Adult, Continuing Education and Extension at Jamia Millia Islamia. He worked for more than two years on the coordination and administration of Teachers Training Programmes under Sarva Shiksha Abhiyan (SSA) in the Union Territory of Chandigarh before switching over to Association of Indian Universities (AIU) as a Research Fellow.



## Who's Who in Adult and Continuing Education (India) - An effort to document the names

Indian Adult Education Association desires to document the names of persons who are working in the field of Adult, Continuing Education in India. All the adult educators are requested to furnish the information in the following proforma by post.

1. Name (in capital letters)	
2. Present Position/Designation  (with address of the agency representing)	
3. Permanent Address(with Pin, Dist. & State/UT)	
4. Educational Qualification(s)	
5. Area of specialisation	
6. Address of communication	
7. Phone	a) Land line (with STD code)
	b) Mobile
	c) E-mail
	d) Fax
8. Your major contribution(s) in the field of Adult/Continuing Education/ Non-Formal Education etc.	
9. National/State level honors received, if any	
10. Affiliation to other Organisations/ Agencies	
11. Any other information or special things to be highlighted (attach separate sheets, if needed)	
Place:	
Date:	Signature

# Recommendations invited for Nehru and Tagore Literacy Awards 2009

The Indian Adult Education Association instituted two Literacy Awards, one in the name of Nehru in 1968 to commemorate the distinguished services of Pandit Jawaharlal Nehru and is given annually to individuals/institutions for the promotion of adult education and the second one in the name of Tagore in 1987 to commemorate the 125th birth anniversary of the great poet Gurudev Rabindranath Tagore and is given annually to individuals/institutions for promotion of literacy among women.

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

Recommendations for nomination to the Awards are invited from reputed individuals and institutions from India. The persons or institutions recommended for the Awards should have rendered outstanding service in the field of literacy, adult education, continuing education and lifelong education at least for ten years.

A National Level Committee will recommend the names for Awards from the nominations received and the decision of the Committee will be final.

Last date for the receipt of recommendations in prescribed proforma is September 30, 2009. A model form for recommendation of names for the awards is published in IAEA Newsletter August 2009 issue.

The recommendations may be sent to:

Dr. Madan Singh  
General Secretary  
Indian Adult Education Association  
17-B, Indraprastha Estate  
New Delhi - 110 002

## Sharing Thoughts - Worship

*She sits in front with eyes so blank  
I want her to be true and frank.....*

*She is here but mind is far away  
her work, her house, thoughts tend to sway....*

*At this age, will she learn?  
what she learns, will it help her earn?*

*How can she learn when she is free?  
who helps her then climb the tree?*

*So deep in thoughts, she sits in front of me  
looking at me expectantly....*

*With good intentions, I begin  
to bring her out from within.....*

*My tempers lost, I can't afford  
desire to learn, I must promote.....*

*A task so hard at times to teach  
many steps for destination to reach.....*

*I hold her hand and feel her calm  
as if we read a final psalm*

*Through the non-literate, I worship HIM*

– Dr. Mridula Seth

## Obituary

The Indian Adult Education Association condoles the death of Dr. B. Vijayakumar, then Director, Centre for Adult and Continuing Education, University of Kerala who expired on September 7, 2009. He was a veteran adult educator and a known academician. He retired from the Centre for Adult and Continuing Education in March 2009. His last assignment in the professional career was State Project Director, Sarva Shiksha Abhiyan, Kerala.

## Director IAEA participated in AIR Programme

Dr. V. Mohankumar, Director, Indian Adult Education Association and Dr. Nasim Ahmed, Assistant Educational Adviser, Department of School Education and Literacy have participated in the live radio talk on September 7, 2009 from 9:30 p.m. to 10:30 p.m. As it was a phone-in programme, they have answered a number of questions received over phone from all over the country.

## Continuing Education Programme in Rajasthan

### Findings of First Evaluation Studies

The paper is based on the evaluation studies of the Continuing education programmes of Bharatpur, Sri Ganganagar and Churu districts of Rajasthan conducted by IAEA and contains an analysis of the achievements of these districts in the field of continuing education in terms of setting up of the CE/NCE Centres and quality of the delivery of programme component. The CE/NCE Centres in these districts of Rajasthan had been set up and the facilities in terms of accommodation, furniture, equipment, reading material were available in these centres. Number of centres was adequate in Bharatpur according to NLM norms of one CE for a population of about 1500 to 2000 people. But in Churu a CE/NCEC Centre served a population of 2200 persons and in Sri Ganganagar it was required to serve a population of 2500 population.

In some cases the CE centres were required to serve more than one Revenue village and in most cases serving effectively of 'Dhanis' attached to each village was difficult for one Prerak only in Bharatpur and for a Prerak and Assistant Prerak in the other two districts. CE centres are mostly located in Public buildings like schools and Panchayat Bhavans. Accommodation of two rooms or one room and a Varandah in these building is adequate for the present activities. But as per NLM norms two rooms and a store room accommodation is needed for each CE/NCE centre. In CECs organized at Prerak's house generally one room accommodations is available. Furniture and equipment

purchased for CECs/NCEs was not adequate and needed to be supplemented. There was demand for a television in each centre. Some centres wanted computer facility also.

The core functions were being carried out by the CE/NCE centres. Like

- (i) Support Functions of Nodal Centres
- (ii) Library and Reading Room Facilities
- (iii) Information Window Service
- (iv) Sports/Recreational Facilities

Support functions by the nodal peraks were being carried out in Churu and Sri Ganganagar districts by the NCE Preraks while the Assistant Prerak carried on the activities of NCEC during their visit to CECs. In Bharatpur there was no Assistant Prerak even in NCECs. Library books were available and were being used by the beneficiaries. Local Newspapers were provided in the CECs/NCECs for the benefit of neo literates and other educated persons including PRI functionaries. Reading habits are developing in the rural areas. Information window services provided information and application forms for different development programmes of the district. Sports activities were not visible but ladies were taking keen interest in Bhajans and songs.

The following Target specific programmes for which there was no financial provision in the CEC budget were also being conducted in these districts:

- (i) Equivalency Programme (EP)
- (ii) Income Generating Programme (IGP)
- (iii) Quality of Life Improvement Programme (QLIP)
- (iv) Individual Interest Promotion Programme (IIPP)

All the three districts were implementing these programmes Equivalency programme was organized for classes III and V. For organizing this programme additional Volunteer Teacher and teaching learning material was needed. Self Help Groups were formed with the assistance of CE/NCE preraks. These groups were doing the inter-joining activities in all the districts. In Churu and Sri Ganganagar, members of these groups were also provided vocational training in some areas. State Govt. funded organization of two vocational training camps in each Block each year. 50 women were given training in each camp. Programmes relating to Health, Immunization, Animal Husbandry, Child Care, Family Planning, cleanliness helped the learners to improve the quality of their life. Cultural programmes and other IIPP activities like Mahendi Madna, Rangoli, Singing, Bhajan Kirtan were also organized. Other activities evaluated during the evaluation studies related to (1) Mopping up activity (2) Sustainability of CECs and (3) Community Mobilization and Involvement.

Success rate of the Mopped up learners was 50.5 percent in Bharatpur, 64.7 percent in Sri Ganganagar and 69 percent in Churu district. The community leaders by and large appreciated the CE activities and wanted the programme to continue. In terms of financial support for sustaining the programme on a long term basis. They indicated their inability to shoulder this responsibility apart from making some effort including providing land for building. There is good convergence between CE Centres with other village level development activities.

PREM CHAND  
Sr. Consultant

# इतिहास के झरोखे से

2 अप्रैल 1957 भारतीय प्रौढ़ शिक्षा संघ के लिए एक महत्वपूर्ण दिन है। इसी दिन प्रधानमंत्री पंडित जवाहरलाल नेहरू की गरिमामय उपस्थिति में एक नवसाक्षर द्वारा संघ मुख्यालय के भवन जो संघ के संस्थापक सदस्य एवं प्रेरक श्री शफीक-उर-रहमान कदवी साहब को समर्पित किया गया की आधार शिला रखी गई।

संघ के द्वारा 21 से 27 दिसम्बर 1957 को 'श्रमिक शिक्षा' विषय पर 9वां राष्ट्रीय परिसंवाद हावड़ा में आयोजित किया गया।

28 दिसम्बर 1957 को संघ का 14वां अखिल भारतीय प्रौढ़ शिक्षा अधिवेशन कलकता में श्री बी.सी. मुखर्जी की अध्यक्षता में आयोजित किया गया।

15 से 21 दिसम्बर 1958 को "शहरी क्षेत्रों में समाज शिक्षा" विषय पर 10वां राष्ट्रीय परिसंवाद लखनऊ में आयोजित किया गया।

15वां अखिल भारतीय प्रौढ़ शिक्षा अधिवेशन 13 दिसम्बर 1958 को प्रो. एम मुजीब की अध्यक्षता में लखनऊ में आयोजित किया गया। अधिवेशन में एक प्रस्ताव के माध्यम से कहा गया कि अब वह समय आ गया है जब साक्षरता आंदोलन को प्रौढ़ विद्यालयों के रूप में परिणित कर दिया जाना चाहिए जिससे समाज के वे प्रौढ़ जो किन्ही कारणों से पूर्व प्राथमिक एवं प्राथमिक शिक्षा से वंचित रह गए हैं उन्हें प्रौढ़ विद्यालयों के माध्यम से सुचित शिक्षा एवं कौशल प्रदान कर समाज की मुख्य धारा से जोड़ा जाए।

अधिवेशन में एक अन्य प्रस्ताव के माध्यम से शिक्षा मंत्रालय द्वारा प्रौढ़ विद्यालयों की प्रायोगिक स्थापना का स्वागत करते हुए केन्द्र एवं राज्य सरकारों से तीसरी पंचवर्षीय योजना में पर्याप्त 'प्रौढ़ विद्यालयों' की स्थापना की अपील की गई।

1958 में शिक्षा जगत के पितामह डा. मोहनसिंह मेहता को अध्यक्ष, डा. जाकिर हुसैन, सर्वश्री के.जी. सयिदेन, मगन भाई देसाई, आर.एम. चेतसिंह, ए.आर. देशपांडे एवं श्री एन बद्दीनाथ को उपाध्यक्ष। श्री एस.सी. दत्ता, महासचिव, प्रो. एम मुजीब, कोषाध्यक्ष निर्वाचित किए गए। संयुक्त सचिव के रूप में सवश्री वी.बी. कार्गिक, डी.एल. आनन्दाराव, डा. टी.ए. कोशी एवं श्री मुश्ताक अहमद चुने गए।

1 दिसम्बर 1959 को संघ का 16वां अखिल भारतीय अधिवेशन गांधीवादी चिंतक श्री मगनभाई देसाई की अध्यक्षता में गारगोटी (महाराष्ट्र) में आयोजित किया गया।

श्री देसाई ने संघ की स्थापना के बीस वर्षों के कार्यकाल की सराहना करते हुए पुनः गांधीजी की इच्छा 'कि आजाद भारत का प्रत्येक नागरिक साक्षर होना चाहिए क्योंकि यही नागरिक अब आपनी सरकार चुनेंगे' की याद दिलाई। श्री देसाई ने आलोचकों की बातों को नज़रअंदाज करने की बात करते हुए कहा कि हम जो नहीं कर पाए उससे निराश होने की आवश्यकता नहीं है। हमने जो प्रयास किए उनसे प्रेरणा लेकर भविष्य में इस आंदोलन को और अधिक कारगर कैसे बनाया जाए इस बात पर चिन्तन कर हर उस व्यक्ति तक पहुंचने की, उसे शिक्षा प्रदान करने की आवश्यकता है जो अभी तक वंचित है।

अधिवेशन में एक प्रस्ताव के माध्यम से केन्द्र सरकार से अपील की गई कि प्रथम एवं द्वितीय योजना में समाज शिक्षा आवंटन कार्यक्रम संचालन हेतु अपर्याप्त था अतः तीसरी पंचवर्षीय योजना में इस हेतु पर्याप्त धन आवंटन का प्रावधान किया जाना चाहिए।

22 से 29 दिसम्बर 1959 को 'समाज शिक्षा का संगठन एवं प्रशासन' विषय पर 11वां परिसंवाद गारगोटी में आयोजित किया गया।

26 से 29 अक्टूबर 1960 को 12वां राष्ट्रीय परिसंवाद अलीयाबाद (जूनागढ़, गुजरात) में 'समाज शिक्षा में सामाजिक संगठनों की भूमिका' विषय पर आयोजित किया गया।

इसी तारतम्य में 8 नवम्बर 1960 को 17वां अखिल भारतीय प्रौढ़ शिक्षा अधिवेशन अलीयाबाद (गुजरात) में डा. जीवराज एन. मेहता की अध्यक्षता में आयोजित किया गया। श्री मेहता ने आजादी के 13 साल बाद की स्थिति का विश्लेषण करते हुए "इस अधिवेशन में एक महत्वपूर्ण प्रस्ताव के माध्यम से विश्वविद्यालयों में प्रौढ़ शिक्षा के माध्यम से समाज शिक्षा के लिए एक प्रमुख चुनौती एवं बाधा बताया।"

इस अधिवेशन में एक महत्वपूर्ण प्रस्ताव के माध्यम से विश्वविद्यालयों में प्रौढ़ शिक्षा के माध्यम से समाज शिक्षा के लिए एक प्रारूप भी तैयार किया गया।

एक अन्य प्रस्ताव के माध्यम से समाज शिक्षा के लिए प्रशिक्षण कार्यक्रम एवं शोध करने हेतु 'राष्ट्रीय समाज शिक्षा संस्थान' की स्थापना की अनुशंसा की गई।

सन् 1960 से 64 की कार्यकारिणी हेतु डा. मोहनसिंह मेहता को पुनः अध्यक्ष

निर्वाचित किया गया। उपाध्यक्षगण के रूप में केन्द्रीय समाज कल्याण बोर्ड की अध्यक्ष श्रीमती दुर्गाबाई देशमुख, श्री मगनभाई देसाई, श्री आर.एम. चेतसिंह, श्री जे.एल.पी. रोची विक्टोरिया, श्री एन बद्दीनाथ, श्री ए.आर. देशपाण्डे एवं शिक्षाविद् श्री जे.पी. नाईक को चुना गया। श्री एस.सी. दत्ता को पुनः महासचिव एवं प्रो. एम. मुजीब को कोषाध्यक्ष निर्वाचित किया गया।

डा. टी.ए. कोशी, श्री एम.एस. गोरे, श्री डी. शर्मा, श्री टी.वी. तिमगेगोडा एवं श्री वी. बी. कार्गिक को संयुक्त सचिव के रूप में निर्वाचित किया गया।

26 अप्रैल 1961 का दिन एक बार फिर संघ के लिए उल्लास का दिन था। 26 अप्रैल को प्रधानमंत्री पंडित जवाहरलाल नेहरू ने 'शफीक-उर-रहमान साहब' को समर्पित संघ के नवनिर्मित भवन का उद्घाटन किया।

26 अक्टूबर 1961 को 18वां अखिल भारतीय प्रौढ़ शिक्षा अधिवेशन कोयम्बटूर (तमिलनाडु) में प्रो. एन.ए. निकाम की अध्यक्षता में सम्पन्न हुआ। प्रो. निकाम ने तत्कालीन समस्याओं पर चर्चा करते हुए कहा कि अब हम एक राजनैतिक प्रजातंत्र में रह रहे हैं, अब हमें अपने लोगों को ऐसी शिक्षा प्रदान करने की आवश्यकता है जो उनके व्यक्तित्व विकास के साथ उनमें राष्ट्रीय एकता और अंतर्राष्ट्रीय शांति के लिए तैयार करे। लेकिन हमें ऐसी शिक्षा प्रदान करते हुए यह भी ध्यान रखना होगा कि इस परिवर्तन के दौरान हमारे नैतिक मूल्य, संस्कृति, धर्म और दर्शन को खो न दें।

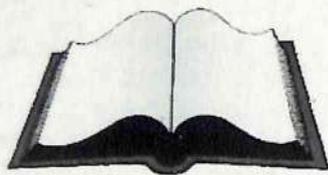
प्रो. निकाम ने कहा कि प्रौढ़ शिक्षा का लक्ष्य व्यक्ति को केवल साक्षर बनाना या उसे तकनीकी दक्षता प्रदान करना नहीं है, लक्ष्य यह होना चाहिए उसके अंदर एक स्वतंत्र सोच का संचार कर उसे मानसिक गुलामी से मुक्ति प्रदान करने हेतु तैयार करना है।

## Visit of Neo-literates to IAEA



On September 7, 2009 a few neo-literates from Kerala alongwith the continuing education functionaries and SRC officials visited Indian Adult Education Association to meet the office bearers. They shared their impression about the mega city Delhi and happiness about the visit to Rajghat. They had a tea with the President, Shri K.C. Choudhary and General Secretary, Dr. Madan Singh.

## Documents



John, Mary ed. *Women's Studies in India: A Reader*. New Delhi, Penguin Books, 2008, 658 p.

This comprehensive reader sets out to provide a map of the development of women's studies and the ever expanding terrain that it has been investigating. The introduction explores the growth of the field from the upheavals of the 1970s to the transformed conjunctures of the 1990s. In the process, the often elusive relationships between women's studies, the women's movement and the structures of higher education are highlighted. Over eighty edited essays have been brought together in this single volume under distinct thematic clusters—from the new beginnings of the 1970s to politics, history, development, violence, the law, education, health, family and household, caste and tribe, religion and communalism, sexualities, and literature and the media. This reader is for both newcomers to women's studies and for those who have long been part of it.

Joshi, Rajni ed. *Education in India: Scope and Scenario*. New Delhi, Atlantic, 2008, 156 p.

Considering the multidisciplinary nature of education, this book provides a deep insight into the various shades of Indian education—traditional as well as modern. In addition, different stages and processes of language

development, aspects of emotional intelligence, concepts of distance education, e-books etc. and their advantages and disadvantages have been comprehensively dealt with in this book. Efforts have been made to provide an overview of various shades of education being implemented in India.

Singh, Jaswant. *JINNAH: India Partition Independence*. New Delhi, Rupa & Co. 2009. 669p.

The partition of India, 1947, some call it vivisection as Gandhi had, has without doubt been the most wounding trauma of the twentieth century. It has seared the psyche of four plus generations of this subcontinent. Why did this partition take place at all? Who was/is responsible – Jinnah? The Congress party? Or the British? Jaswant Singh attempts to find an answer, his answer, for there can perhaps not be a definitive answer, yet the author searches. Jinnah's political journey began as 'an ambassador of Hindu-Muslim Unity' (Gopal Krishna Gokhale), yet ended with his becoming the 'sole spokesman' of Muslims in India; the creator of Pakistan, the Quaid-e-Azam: How and why did this transformation take place?

No Indian or Pakistani politician/Member of Parliament has ventured an analytical, political biography of Quaid-e-Azam Mohammed Ali Jinnah, about whom views necessarily get divided as being either hagiographical or additional demonology. The book attempts an objective evaluation.

He asks where and when did this questionable thesis of 'Muslims as a separate nation' first originate and lead the Indian sub-continent

to? And where did it drag Pakistan to? Why then a Bangladesh? Also what now of Pakistan? Where is it headed? This book is special; it stands apart, for it is authored by a practitioner of policy, an innovator of policies in search of definitive answers. Those burning 'whys' of the last sixty-two years, which bedevil us still. Jaswant Singh believes that for the return of lasting peace in South Asia there is no alternative but to first understand what made it 'abandon' us in the first place. Until we do that, a minimum, a must, we will never be able to persuade peace to return.

Singh, Subhash Chandra ed. *Gender Justice*. New Delhi, Serials Pub, 2009, 242 p.

With contributions from academics, policy-makers and activists working in the field of gender studies, this document brings together a range of perspectives concerning the causes of and solution to the problem of gender injustices and gender mainstreaming in India and other developing countries. This book will encourage policy-makers, women's rights activists and academicians, as well as students of law, sociology, economics, public administration and gender studies to develop a deeper understanding of the context and the current position of women in India. The active engagement with academicians and students with the material covered distinguishes this book from others in the area and makes it a real resource material for researchers and students of law and gender studies."

SC Dua and Neha Gupta

Printed, Published & Edited by **Dr. Madan Singh**, General Secretary on behalf of the owner **Indian Adult Education Association**, 17-B, Indraprastha Estate, New Delhi - 110 002 Printed at M/s. Graphic World, 1686, Kucha Dakhini Rai, Darya Ganj, New Delhi - 110 002 Editor-in-Chief: **KC Choudhary**

Editor: **Dr. Madan Singh**

# IAEA NEWSLETTER

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INDIAN ADULT EDUCATION ASSOCIATION

## Capacity Building Training to SRC Staff

A five-day Capacity Building Training to the members of the staff of State Resource Centre Deepayatan, Patna was

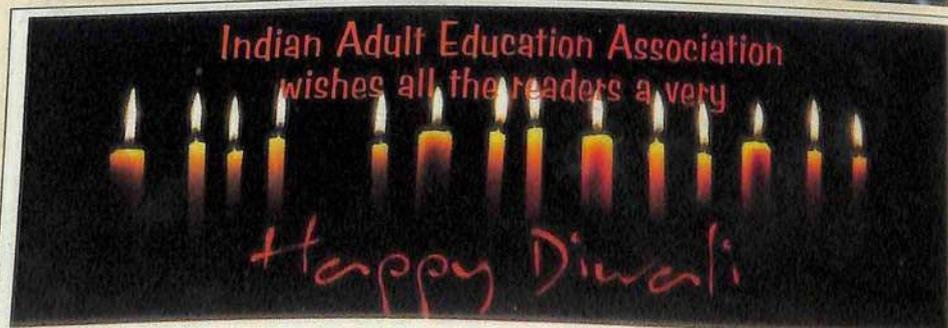
Media in Adult Education, Training - Meaning and Methods, Curriculum, Preparation of Teaching Learning Materials, Equivalency Programmes

through Open Distance Learning Method and Role of NIOS in 'Saakshar Bharat', Role of JSS in Promoting Vocational Education



planned and conducted by Indian Adult Education Association from October 6-10, 2009 in the office of the Association at New Delhi. In all 11 persons attended the training. The programme was inaugurated by Shri K.C. Choudhary, President, Indian Adult Education Association. Dr. Madan Singh, General Secretary, Indian Adult Education Association also addressed the participants.

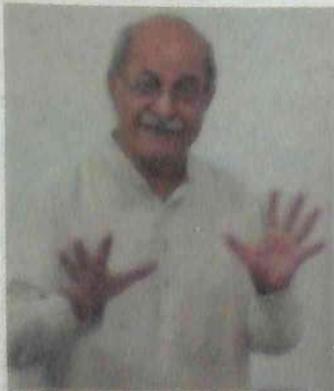
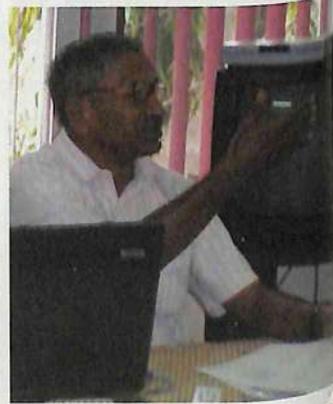
The topics covered in the training include Adult Education Programmes in India, 'Saakshar Bharat'- Mission 2012, Social Mobilisation, Survey and Use of Data in Adult Education, Role of



Programmes, Monitoring, Evaluation, Documentation in Adult Education- Need, Importance and Methods and Report Writing. The Resource Persons include Prof. C.J. Daswani, Prof. N.K. Ambasht, Dr. Vijay P. Goel, Prof. S.Y. Shah, Dr. A. Mathew, Shri Satyanarain, Ms. Asha Mishra, Dr. V. Mohankumar, Shri Prem

Chand and Shri S.C. Dua.

The methodology used was lecture, powerpoint presentation and discussion.



# Leadership Workshop

Challenge".

The second session was addressed by Prof. Ambigapathy Pandian, Dean, School of Languages, Literacies and Translation, Universiti Sains Malaysia, Penang on the topic "Leadership Qualities for Effective Management of Reading Council/Association".

The third session was addressed by Ms. Emigdia (Emy) Montiel, Program Officer, International Development Division, International Reading Association, Washington, DC on the topic "Developments in IDAC and IRA".

The first post lunch session was addressed by Mr. Sakil Malik on the topic "Beyond Access : Early Grade Reading" which was followed by Ms. Janeen M. Haase, Senior Program Manager, International Development Division, International Reading Association, Washington, DC on the topic "Teacher Peer Mentoring : Macedonia Case Study". Thereafter, National Affiliate Overview was presented by Prof. S.Y. Shah, Vice President, Indian Adult Education Association on India Reading Association and by Mr. Sharad Babu Shrestha on Nepal Reading Association.

Dr. Madan Singh, General Secretary, Indian Adult Education Association proposed vote of thanks.



**A** one-day Leadership Workshop jointly organised by International Reading Association - India in collaboration with Indian Adult Education Association, New Delhi was held at The Deck, India Habitat Centre, Lodhi Road, New Delhi on October 12, 2009. The participants were members of International Reading Association - India and invited guests. The workshop was presided over by Shri K.C. Choudhary, President, Indian Adult Education Association.

Mr. Sakil Malik, Director, International Development Division, International Reading Association, Washington, DC in his introductory remarks briefed the participants about International Reading Association, its structure and role in the field of education.

The first plenary session was

addressed by Prof. Maryann Manning, Professor, Curriculum & Instruction Department, School of Education, The University of Alabama at Birmingham (UAB), Birmingham on the topic "Reading Comprehension : A Worldwide



## Ph.D Degree Awarded

Shri E. Mahadeva Reddy has been awarded Ph.D in Adult and Continuing Education by Sri Venkateswara University, Tirupati. Shri Reddy did his research under the supervision of Prof. P. Adinarayana Reddy. The topic is 'Participation and Consequences of Education of Scheduled Castes in Andhra Pradesh'.

Shri Reddy has experience of working

in different research projects funded by ICSSR, NCERT, University Grants Commission as Research Assistant, Junior Project Fellow and Project Assistant. He has published in all seven papers in national journals and chapters in books. He is a co-author of the books, 'Education of the Scheduled Castes - Participation and Performance', 'Science and Technology for Rural Development' published by Associate Publishers, Ambala Cantt. Presently he is working as a Project Fellow under UGC-SAP (DRS-1) in the Department of Adult and Continuing Education.

# Presentation of IIALE Fellowship



Fellows 2009 are in the standing row

With a view to developing a network of eminent scholars, administrators and activists in the field of adult and lifelong education, International Institute of Adult and Lifelong Education (IIALE) invites nominations and select a limited number of Fellows every year. In the year 2008, 11 persons were conferred the Fellowship.

For 2009 applications for Fellowship were invited in the month of June 2009. The Fellowship Committee scrutinized the applications and selected seven persons for the same. They are:

1. Dr. R. Rajan, Director, State Resource Centre, Chennai, Tamil Nadu.
2. Dr. N.V.R. Kapali, Professor and Head, Department of Adult and Continuing Education, University of Madras, Chennai, Tamil Nadu.
3. Dr. Bhupendra Singh Baghel, Director, Jan Shikshan Sansthan, Indore, Madhya Pradesh.
4. Dr. V. Seeni Natarajan, Associate Professor, Department of Adult Continuing Education and Extension, Gandhigram Rural University, Gandhigram, Tamil Nadu.
5. Dr. Rajesh, Assistant Professor, Department of Adult Continuing Education and Extension, University of Delhi, Delhi.
6. Dr. Jai Prakash Dubey, Senior Lecturer, Department of Adult Continuing Education and Extension, University of Delhi, Delhi.
7. Dr. T. Sundaresan Nair, Director, State Resource Centre, Thiruvananthapuram, Kerala.

The fellowship was conferred on the individuals by Shri K.C. Choudhary, Chancellor, International Institute of Adult and Lifelong Education in a solemn function held at Magnolia, India Habitat Centre, New Delhi on October 13, 2009. Dr. Madan Singh, Registrar, IIALE and Prof. S.Y. Shah, Honorary Director, IIALE were present on the occasion. Dr. V. Mohankumar, Joint Registrar, IIALE readout the citations.

## General Body Meeting of IAEA NOTICE

The next meeting of the General Body of the Indian Adult Education Association will be held on December 12, 2009 at 5:30 p.m. in Kanyakumari, Tamil Nadu.

Following are the agenda items for the meeting:

1. Confirmation of the minutes of last meeting of the General Body held at Kolhapur on December 21, 2008.
2. Adoption of the Report of the Association for the year 2009.
3. Adoption of the Audited Statement of Accounts (Income and Expenditure Account, Receipts and Payments Account and Balance Sheet as on 31-3-2009) of the Association for the year 2008-09.
4. Appointment of the Auditors for the year 2010-11 and 2011-12.
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 Eighth All India Adult Education Conference at Kanyakumari on December 11, 2009.

All the Members of the General Body of Indian Adult Education Association are cordially invited to attend.

(Dr. Madan Singh)  
General Secretary

"True democracy cannot be worked by twenty men sitting at the centre. It has to be worked from below by the people of every village."

— Mahatma Gandhi

# Special Lecture Series

"Normative Values in Adult Education and their Contemporary Relevance".

This session was presided over by Shri Bhaskar



Chatterjee, Secretary to Government of India, Department of Public Enterprises, Ministry of Heavy Industry and Public Enterprises.

Dr. Roby Kidd Memorial Lecture on "Lifelong Learning : Strategy for India : Synthesising Thoughts of Grundtvig, Tagore, Gandhi and Freire" was delivered by Prof. Asoke Bhattacharya, Director and CEO, Roop Kala Kendra, Film and Social Communication Institute under I&CA Department, Govt. of West Bengal. This session was presided over by Shri K.C. Choudhary, President, Indian Adult Education Association.

Dr. Regina Egetenmeyer-Neher, Faculty of Educational Sciences, University of Duisburg-Essen, Germany delivered special IIALE lecture on Professionalisation of Adult and Lifelong Learning in Germany. This session was also presided over by Shri K.C. Choudhary.



**SPECIAL LECTURE SERIES**  
 Prof. James A. Draper Memorial Lecture 2009  
**PROF. W.J. MORGAN**  
 (Member Council of the Ministry of Education, Government of India)  
 Director, Centre for Comparative Education Research, School of Education, University of Nottingham  
 Dr. Roby Kidd Memorial Lecture  
**PROF. ASOKE BHATTACHARYA**  
 Director and CEO, Roop Kala Kendra, Film and Social Communication Institute under I&CA Department, Govt. of West Bengal  
 Special IIALE Lecture  
**DR. REGINA EGETENMEYER-NEHER**  
 Faculty of Educational Sciences, University of Duisburg-Essen, Germany  
 Presentation of IIALE Fellowship 2009  
 October 13, 2009  
 Magnolia Banquet, India Habitat Centre, New Delhi  
 INTERNATIONAL INSTITUTE OF ADULT AND LIFELONG EDUCATION, NEW DELHI & MAULANA ABUL KALAM AZAD INSTITUTE OF ASIAN STUDIES, KOLKATA

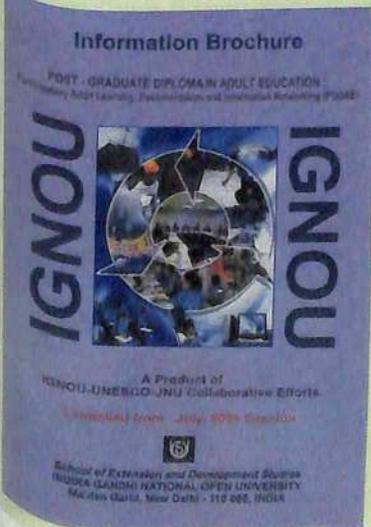
International Institute of Adult and Lifelong Education, New Delhi and Maulana Abul Kalam Azad Institute of Asian Studies, Kolkata jointly organised a special lecture



series on October 13, 2009 at Magnolia Banquet, India Habitat Centre, Lodhi Road, New Delhi.

Prof. James A. Draper Memorial Lecture was delivered by Prof. W.J. Morgan, UNESCO Chair of the Political Economy of Education and Director of the Centre for Comparative Education Research, School of Education, the University of Nottingham, Nottingham on the subject

## Post-Graduate Diploma in Adult Education by IGNOU



School of Extension and Development Studies, Indira Gandhi National Open University (IGNOU) started a Post-Graduate Diploma in Adult Education : Participatory Adult Learning, Documentation and Information Networking (PGDAE) through Distance Learning Mode. It aims at promoting professional development and capacity building in the area of adult education with an emphasis on participatory adult learning, documentation and information networking at national

and international levels. It is meant for both in-service and pre-service graduates.

The diploma consists of five courses - four theory courses (Understanding Adult Education, Policy Planning and Implementation of Adult Education in India, Knowledge Management, Information Dissemination and Networking in Adult Education and Educational Research) and one practical.

The first batch started in July 2009.

## संघ द्वारा चश्मों का निशुल्क वितरण



**भ**ारतीय प्रौढ़ शिक्षा संघ द्वारा बाल विकास विद्यालय त्रिलोकपुरी, दिल्ली में बच्चों को चश्मों वितरित किए गए। इस अवसर पर सितम्बर 18 2009 को डाक्टर मन्जु गुप्ता वर्मा द्वारा जो कि आस्ट्रेलिया में विजन 2020 के लिए कार्य करती हैं तथा स्वयं भी एक जानी मानी नेत्र रोग विशेषज्ञ हैं, आंखों की देखभाल तथा सामान्य बीमारियों एवं उनके इलाज के विषय में विस्तार से बच्चों के अभिभावकों को बताया। उन्होंने अभिभावकों को चेताया कि आप अगर आज अपने बच्चों की आंखों के प्रति जागरूक नहीं हुए तो कल हो सकता है कि इसके भयानक परिणाम आपके सामने आएंगे। उन्होंने आंखों के रख रखाव के बारे में विस्तार से बताते हुए कहा कि आंखें ईश्वर का सबसे बड़ा वरदान हैं तथा इनकी देखभाल बहुत जरूरी है। अगर आपके बच्चे में कुछ असामान्य लक्षण जैसे टी.वी. बहुत पास जाकर देखना, खेलने के लिए बाहर जाने में आनाकानी करना, अध्यापिका द्वारा लिखने सम्बन्धित शिकायतें आना एवं अन्य असामान्य लक्षण नजर आते हैं तो अपने बच्चों को नेत्र चिकित्सक को अवश्य दिखाएं। पावरपॉइंट प्रजेंटेशन द्वारा अत्यधिक प्रभावी तरीके से आंखों की देखभाल के विषय में अभिभावकों से बातचीत की इस मौके पर डा. रुमा गुप्ता तथा उनके दो तकनीकी सहयोगी श्री आजाद एवं श्री अशोक जी भी मौजूद थे।

इस मौके पर श्रीमती वीना महाजन, प्रशासनिक अधिकारी, भारतीय प्रौढ़ शिक्षा संघ द्वारा 53 बच्चों को चश्मे प्रदान किए गए।

## Shri J.S. Raju to attend E-9 Seminar on Literacy at Beijing



Shri Jagmohan Singh Raju, Joint Secretary (Adult Education) and DG, NLM will participate in the E-9 Seminar on Literacy and Adult Learning in Rural Areas scheduled to be held at Beijing, China from October 26-29, 2009.

Following the commitments of the Jomtien Conference (1990), in 1993 the Heads of State and Government of the nine most populated developing countries - Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan re-affirmed their responsibility towards the goals of Education for All (EFA) at the global level, in what became known as the E-9 initiative. Altogether, these countries are home to 60 percent of the world's population. Seven E-9 Ministerial Review Meetings have taken place so far and the eighth meeting is scheduled to be held in Nigeria in the month of March 2010.

As a prelude to the review meeting, the E-9 Seminar on Literacy and Adult Learning in Rural Areas is being held at Beijing, China from October 26-29, 2009. The objectives of the seminar include review the overall progress made in literacy and adult education within the framework of Literacy Initiative for Empowerment (LIFE), the United Nations Literacy Decade (UNLD, 2003-12) and Education for All, share the experiences, lessons learned and successful approaches to literacy and adult learning in rural areas, discuss effective approaches to strengthening national commitment and resource mobilisation, analyse, on the basis of Chinese experience and key challenges identified, alternative approaches to literacy and adult learning integrated with poverty reduction and community based sustainable development, discuss future strategies for achieving EFA goals and agree upon further mechanism for co-operation in the efforts towards achieving sustainable literacy for all within a lifelong learning perspective.

Shri Raju will be accompanied by Dr. Nasim Ahmed, Assistant Educational Adviser (Adult Education) in the Ministry of HRD.



# इतिहास के झरोखे से

1964 भारतीय प्रौढ़ शिक्षा संघ के लिए एक महत्वपूर्ण वर्ष था। इस वर्ष संघ अपनी स्थापना के रजत जयंती वर्ष में पदार्पण कर रहा था। यह भी एक सुखद संयोग था कि संघ का रजत जयंती अधिवेशन दिल्ली में हुआ और संघ के संस्थापक एवं पथप्रदर्शक डा. जाकिर हुसैन ने (भारत के उपराष्ट्रपति के रूप) अधिवेशन की अध्यक्षता की।

अपने भाषण में डा. जाकिर हुसैन ने संघ के कार्यों और साथियों को याद करते हुए सर्वप्रथम शफीक-उर-रहमान साहब को श्रद्धांजली अर्पित किया और कहा शफीक साहब ना केवल अच्छे मुसलमान थे वे अच्छे-सच्चे भारतीय थे जिन्होंने अपना संपूर्ण जीवन शिक्षा के माध्यम से राष्ट्र निर्माण को समर्पित कर दिया। हम उनके कार्यों और सेवाओं को कभी विस्मृत नहीं कर सकते।

डा. जाकिर हुसैन ने संघ की रजत जयंती को भारत में प्रौढ़ शिक्षा की रजत जयंती के रूप में निरूपित करते हुए संघ को बधाई देते हुए आगामी चुनौतियों के लिए तैयार रहने के लिए कहा। इसी हेतु उन्होंने पिछले कार्यक्रमों एवं अनुभव की समीक्षा के साथ सतत् शिक्षा एवं प्रशिक्षण की आवश्यकता पर बल दिया। उन्होंने कहा कि सरकार, स्वयंसेवी संगठन और केन्द्रीय श्रमिक शिक्षा बोर्ड के बेहतर समन्वय से हम इस आंदोलन को गति प्रदान कर सकते हैं।

इस अधिवेशन में एक प्रस्ताव के माध्यम से समाज शिक्षा क्षेत्र में कार्यरत कार्यकर्ताओं और शिक्षकों के राष्ट्रीय स्तर पर पुरस्कार प्रदान किए जाने की अनुशंसा की गई।

सन् 1964 भारतीय प्रौढ़ शिक्षा संघ के लिए एक बड़ी उपलब्धि के रूप में भी याद रखा जाएगा। इसी वर्ष संघ के महासचिव श्री एस.सी. दत्ता को 'ऐशियन साऊथ पेसिफिक यूरो ऑफ एडल्ट ऐजुकेशन' के संस्थापक अध्यक्ष के रूप में चुना गया। श्री दत्ता सन् 1964 से 1976 तक इस संस्था के अध्यक्ष रहे।

20वां अखिल भारतीय प्रौढ़ शिक्षा अधिवेशन 25 अगस्त 1966 को दिल्ली में आयोजित किया गया। इसका उद्घाटन 'शिक्षा आयोग' के अध्यक्ष डा. डी.एस. कोठारी ने किया एवं अधिवेशन की अध्यक्षता डा. मोहन सिन्हा मेहता ने की।

श्री मेहता ने अपने उद्बोधन में कहा कि यह अधिवेशन हमें स्व-आंकलन एवं हमारे द्वारा किए गए कार्यों एवं उनके परिणामों की समीक्षा का मौका प्रदान कर रहा है। उन्होंने कहा कि सन् 1882 के पश्चात् यह प्रथम अवसर है जब 'शिक्षा आयोग' ने अपने प्रतिवेदन में भारतीय शिक्षा पर सर्वे को सम्मिलित किया है। यह पहली बार है जब प्रौढ़ शिक्षा हेतु संचालित कार्यक्रमों का इस प्रतिवेदन में जिक्र प्रमुखता से किया गया है।

सन् 1966 की कार्यकारिणी में डा. मोहन सिन्हा मेहता को पुनः अध्यक्ष, श्रीमती दुर्गाबाई देशमुख, श्रीमती सुलोचना मोदी, श्री आर.आर. दिवाकर, श्री अन्नासाहेब सहत्रबुद्धे, श्री ए.आर. देशपाण्डे, श्री आर.एम. चेतसिंह को उपाध्यक्षण, महासचिव - श्री एस.सी. दत्ता, कोषाध्यक्ष - प्रो. एम. मुजीब, संयुक्त सचिव - डा. टी.ए. कोशी, श्री के.एस. मुन्नीस्वामी, श्री एस.एन. मैत्रा, श्री एस.आर. पाथिक एवं श्री के.एन. श्रीवास्तव को निर्वाचित किया गया। कार्यकारिणी सदस्यों के रूप में श्री जे.सी. माथुर, श्री वी.एस. माथुर, श्री गोरेलाल शुक्ला, श्री अनिल बोर्डिया, श्री जे.पी. नाईक, सरदार सोहन सिंह, डा. अमर सिंह को चुना गया।

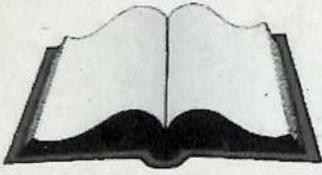
21 से 24 अगस्त को 15वां राष्ट्रीय परिसंवाद 'प्रौढ़ शिक्षा एवं आर्थिक विकास' विषय पर नई दिल्ली में आयोजित किया गया।

21वां अखिल भारतीय प्रौढ़ शिक्षा अधिवेशन 21 अक्टूबर 1967 को मैसूर में श्री ए.आर. देशपाण्डे की अध्यक्षता में सम्पन्न हुआ।

इस अधिवेशन में इस बात पर व्यापक बहस हुई कि समाज शिक्षा के क्षेत्र में कार्यरत संगठनों एवं कार्यकर्ताओं के बारम्बार स्मरण के पश्चात् भी सरकार प्रौढ़ शिक्षा के प्रति गंभीर नहीं है एवं इसकी सतत् उपेक्षा की जा रही है। जिसके फलस्वरूप यह आंदोलन बिखर रहा है एवं शिथिल हो रहा है। इस बात को लेकर भी चिंता जाहिर की गई की पांचवी योजना में प्रौढ़ शिक्षा के पर्याप्त अनुदान का प्रावधान नहीं किया गया है।

इस अधिवेशन के पूर्व दिनांक 15 से 18 अक्टूबर को मैसूर में 'प्रौढ़ शिक्षा के विस्तार में विद्यालयों के उपयोग एवं भूमिका' पर 16वां राष्ट्रीय परिसंवाद आयोजित किया गया।

## Documents



UNESCO. Using a Literacy Module in Household Surveys: A Guidebook. Bangkok: UNESCO Bangkok, 2008, 52 pp.

While many developing countries have prioritized literacy within their national, social and educational development plans, many lack the tools to collect literacy data and information. In response, UNESCO has created this Guidebook for planning units within education ministries and statisticians in charge of household survey design within national statistical offices (NSOs).

UNFPA. Addressing Gender-based Violence: UNFPA Strategy and Framework for Action. New York, UNFPA. 2009. 40p.

This publication identifies priority areas for intensified action on gender-based violence: policy frameworks, data collection and analysis, focus on sexual and reproductive health, humanitarian responses, adolescents and youth, men and boys, faith-based networks, and vulnerable and marginalized populations. It is intended to provide a common platform and technical guidance for UNFPA at country, regional and global levels and effectively guide capacity-development initiatives, resources and partnerships.

The strategy also outlines UNFPA's comparative advantages, experience and leadership potential within the context of United Nations

reform, and suggests opportunities for improving the efficacy of its programme implementation and technical support.

Mohanty, S. Lifelong and Adult Education. Aph Publishing Corporations, 2007. 272p.

Adult education is the systematic learning undertaken by adults who return to learning having concluded initial education or training. It plays a crucial role in releasing the energy and creativity of people and enabling them to meet the complex challenges of the modern world. The lifelong dimension of adult education refers to its place within a continuum of education from the cradle of the grave.

Singh, A.K. and others. Domestic Violence against Women in India. New Delhi, Serial Publications, 2009, 442 p.

"Domestic Violence against women is a wide spread problem. However, its actual extent is difficult to measure. It may be very much higher than that the reports indicate because many instances of Domestic Violence against women are not reported. The research studies and surveys conducted by individuals generally produce higher estimates of violence than official records. However, they are also assumed to underestimate the actual extent of Domestic Violence against women. For a variety of reasons, women may fail to report violence that takes place in the family. According to available statistics from around the world, about 33 per cent of the women have experienced violence in one form or the other in their intimate relationship at some point in their life. This is an average based on available national surveys across

industrialized and developing countries published in the report of the World Health Organization in 1997. In India, the actual prevalence of Domestic Violence against women is scant. Against this view point present book throws light on various aspects and dimensions of Domestic Violence. The book consists of 31 chapters split into three sections. At the end recommendations are given to minimize the Domestic Violence against women and also effective enforcement of Protection of Women from Domestic Violence Act 2006. The recommendations will be helpful to planners, administrators, researchers and development activists for the successful implementation of the Act at the grass root level. This book will also provide and serve as a resource book in finding out the lacunae and further improvement in the PWDV Act, 2006."

Pande, Mrinal. Stepping Out: Life and Sexuality in Rural India. New Delhi, Penguin. 2003. 256p.

Eleven out of twelve abortions in India are illegal. The 2001 Census showed a decline in the number of females per thousand males in the most literate and prosperous states, especially in the 0-5 age group. The private sector has more doctors and fewer beds than government hospital, thereby emphasizing out-patient care. And while Indian traditions sanctify fertility and motherhood, government policies and health care services are focused on controlling fertility. These are some of the paradoxes of India's health care system.

**SC Dua and Neha Gupta**

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# IAEA NEWSLETTER

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## INDIAN ADULT EDUCATION ASSOCIATION

### CONFINTEA-VI

## Unesco International Conference on Adult Education

The Sixth International Conference on Adult Education (CONFINTEA VI) is to be held at Belem do Para, Brazil from December 1-4, 2009. The theme of the conference is "Living and Learning for a Viable Future: The Power of Adult Learning". The objectives of this conference are:

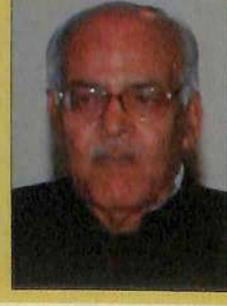
- To push forward the recognition of adult learning and education as an important element

action.

The CONFINTEA VI programme comprises plenary sessions with high level representatives, a series of keynote speeches, five round table sessions and one Commission. In addition to these plenary statutory sessions, the conference offers space for about 30 parallel workshops hosted by UN agencies, partner organizations and NGOs as well as an exhibition and special side

delegation of Asia South Pacific Association for Basic and Adult Education (ASPBEA) by the President, Shri K.C. Choudhary, Prof. S.Y. Shah, Vice President and Honorary Director, International Institute of Adult and Lifelong Learning and General Secretary, Dr. Madan Singh. The leader of ASPBEA delegation is Ms. Maria Lourdes Almazan Khan, Secretary General.

The IAEA representatives will also



of and factor conducive to lifelong learning, of which literacy is the foundation,

- To highlight the crucial role of adult learning and education for the realization of current international education and development agendas (IEFA, MDGs, UNLD, LIFE and DESD).

- To review political momentum and commitment and to develop the tools for implementation in order to move from rhetoric to

events.

The official delegation of the Govt. of India for this conference is headed by Smt. D. Purandeswari, Hon'ble Minister of State for Human Resource Development. Other members of the delegation are Smt. Anshu Vaish, Secretary, Department of School Education and Literacy and Shri Jagmohan Singh Raju, Joint Secretary (AE) and DG, NLM.

IAEA will be represented in the

attend The International Civil Society Forum (FISC, in its Portuguese acronym) in Belem itself from November 28-30, 2009. This Forum will prepare the participation of civil society at the Unesco International Adult Education Conference (CONFINTEA) and also to articulate with other movements, networks and civil society organisations that have been working on the right to youth and adult education.

# Capacity Building Training to Staff of SRC, Raipur



A four-day Capacity Building Training to the members of the staff of State Resource Centre, Raipur, Chhattisgarh was planned and conducted by Indian Adult Education Association from October 24-27, 2009 in one of the premises of the parent organisation of SRC at Raipur. The participants were members of the staff and Resource Persons. The programme was inaugurated by Dr. D.K. Marothia, Ex-Chairman of SRC.

presentation, model formats and discussion.

At the end of the training programme, the participants evaluated the performance of the Resource Persons in a standardised format.

The entire programme was coordinated by Shri Tuhin Deb, Director, SRC, Raipur.

The topics covered in the training programme were:

- a) Adult Education Programmes in India.
- b) Adult Education - International Scenario.
- c) 'Sakshar Bharat'- Mission 2012.
- d) Training : Meaning, Functions and Methods.
- e) Effective Communication Skills.
- f) Curriculum - Meaning, Need and Importance.
- g) Monitoring in 'Sakshar Bharat'.
- h) Introduction to Computers - Importance, Functions and Use.
- i) Monitoring Formats in 'Sakshar Bharat'.
- j) Role of Media in Adult Education.
- k) District Planning - Use of Statistical Data.
- l) Role of JSS in Promoting Vocational Education Programmes in 'Sakshar Bharat'.
- m) Evaluation in 'Sakshar Bharat'.
- n) Documentation and Creative Writing.
- o) Introduction to CDS/ISIS, a Software for Library Management.



The Resource Persons were Dr. V. Mohankumar, Shri Prem Chand and Shri S.C. Dua and Shri Ashish Kumar Yadav.

The methodologies used were lecture, powerpoint

# SRC Task Force Meeting

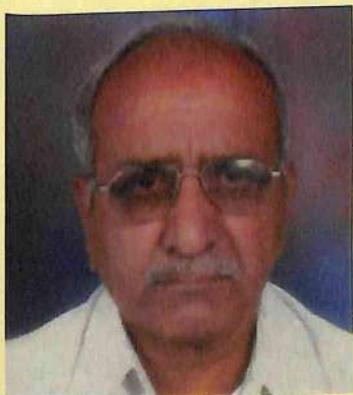


The second meeting of the Task Force on State Resource Centres constituted by the Department of School Education and Literacy was held on November 4, 2009 at DAE. Smt. Kumud Bansal, Former Secretary to Department of Elementary Education and Literacy, Govt. of India presided over the meeting. Other members attended were Dr. V.

Mohankumar, Director, IAEA and Dr. Vandana Chakrabarti, Head of Department, Department of Adult and Continuing Education, SNDT Women's University, Mumbai. The Directors of State Resource Centres presented their views before the Task Force to strengthen their institutions and future direction to meet the mission objectives.

Smt. Kusum Vir, Director, DAE and Shri O.P. Arya, Assistant Director, DAE facilitated the meeting.

## Honour to Shri Chaturbhuj Patidar



many times some of the best workers could not be accommodated. Hence, there is a long standing demand from many people to recognise the literacy workers at regional level with some award, this year IAEA has decided to honour some persons at the regional level also.

Shri Chaturbhuj Patidar, a social worker working in a village called Rao in Indore district of Madhya Pradesh is considered for the award for 2009. Shri Patidar is the Chairperson of Shri Ambika Patidar Samaj Dharmik and Parmarthik Trust, Rangwasa. He is dedicated to the cause of women education and literacy and done a lot for educating the poor and economically backward Patidar community girls.

The Indian Adult Education Association honour every year at the national level two persons/institutions with Nehru Literacy Award and Tagore Literacy Award for the outstanding work done in the field of adult, lifelong education and women's education. As the number of awards is limited,

# Interactive Session on Community Research

The Department of Adult Continuing Education and Extension, University of Delhi organised an interactive session on "Community Research" on October 15, 2009 at 11:30 a.m. in the Department. Dr. Promila Aggarwal, Community College, Canada shared her views and experience with the faculty members, students and research scholars.

Prof. Promila said community research is a collaborative inquiry to resolve specific problems by systematic investigation by focusing on methods and techniques related to people's cultural history, international practices and emotional lives. It is non-competitive and non-exploratory and enhances the lives of all those who participate. Prof. Promila also analysed the tools of basic action research in terms of Look, Think and Act. According to her, the key feature of community based action research is that it takes into account the activities on the lines of people engaged in subject to investigations.

While explaining the role of communication in Community Research, she said that one should promote feelings of equality for all people involved, sensitive towards people's feelings, acceptance of people as they are, listening attentively to people and maximise the involvement of all relevant individuals.

Dr. Rajesh, Assistant Professor facilitated the interactive session.

- Dr. Rajesh

## ANNOUNCEMENT

### 58th All India Adult Education Conference at Kanyakumari

The Indian Adult Education Association in collaboration with Gandhigram Rural University, Tamil Nadu is organising 58th All India Adult Education at Kanyakumari from December 11-13, 2009. The theme of the Conference is "Youth and Lifelong Learning".

The delegates who desire to attend the conference may remit the fee of Rs. 750/- (delegation fee of Rs. 250/- and the subsidized boarding charges of Rs. 500/-) through a Demand Draft drawn in favour of "Indian Adult Education Association" payable at New Delhi.

Stay arrangements for the delegates have been made at Vivekananda Kendra, Peace Trust and Bharat Sewa Sangh. All the participants on arrival at Kanyakumari may contact persons at the reception in Vivekananda Kendra for allotment of rooms. The accommodation will be on shared basis - two-in-one and three-in-one.

The accommodation will be available from 10th evening to 14th morning. Delegates staying beyond this period will have to pay for accommodation and food directly.

Kanyakumari can be reached by air (Thiruvananthapuram) and train. The climate in Kanyakumari would be moderate with early morning chilliness.

The delegates are requested to send their Registration Forms duly filled and send the same to General Secretary, Indian Adult Education Association, 17-B, Indraprastha Estate, New Delhi -

110 002 alongwith the Demand Draft for Rs. 750/-. The registration form is also printed in this issue.

The travel plans to Kanyakumari may be intimated directly to Dr. L. Raja, Assistant Director, Department of Adult, Continuing Education and Extension, Gandhigram Rural University, Gandhigram, Dindigul District, Tamil Nadu, Pin. 624 302.

The contact numbers of Dr. L. Raja are:

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Mobile: 09443677457

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dringamraja@yahoo.com

Those who desire to present thematic papers in the conference are requested to send the same to IAEA through mail (directoriae@gmail.com) immediately so that copies are taken for distribution in the conference. The sub-themes are:

a) Youth and Lifelong Learning - Current Policies and Programmes in India.

b) Role of Open Learning Institutions in Lifelong Learning.

c) Special Literacy Programme for Tribal Youths.

d) Role of Voluntary Agencies in 'Sakshar Bharat' - Mission 2012.

e) Materials and Methods of Teaching-Learning.

f) Role of Corporate Houses in Continuing Education.

g) Vocational Training and Skill Development for Youths.

Dr. Madan Singh  
General Secretary

## Task Force Meeting on Women

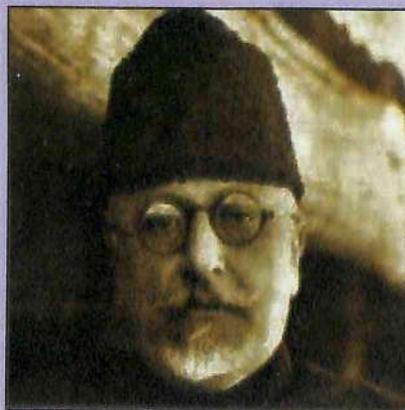
The first meeting of the Task Force on Women constituted by Department of School Education and Literacy was held on November 9-10, 2009 at Hotel The Mark, Hoshangabad Road, Bhopal. The members of the Task Force are adult educationists and women activists. Dr. Swati Chandorkar, Director, State Resource Centre, Bhopal is the convener of the Task Force. Apart from the member, Dr. V. Mohankumar, Director, IAEA participated in the meeting as a special invitee.

The members devoted the first day to analyse the concept paper prepared by the Convener which clearly indicated the social and educational status of women in India and the need for mainstreaming them to different social sectors programmes including education and adult education. The members also discussed larger percentage of women participation in the literacy programmes and positive outcomes.

The second day was devoted to prepare the recommendations on the structured way as below:

- I. Executive summary
- II. Report
  - Introduction
  - a. Locating the context of Indian women
  - b. Contemporary scenario of female literacy : facts and figures
    - Literacy campaigns : participation of women and experiences gained
    - Present context of 'Sakshar Bharat'
    - a. Scope and challenges
    - b. Tasks ahead
    - Implementation strategies
    - Recommendations

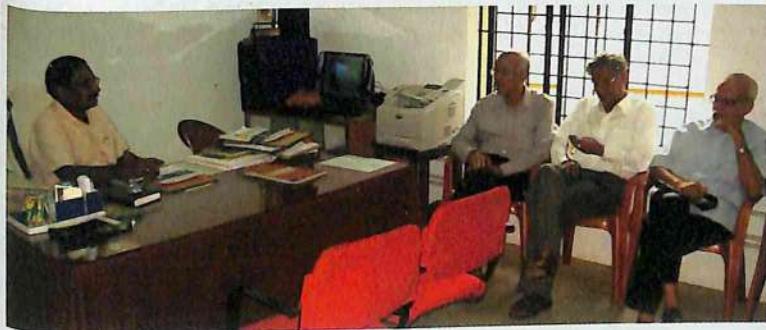
## National Education Day



the first Education Minister of India.

The National Education Day is celebrated every year on November 11th to commemorate the birth anniversary of Maulana Abul Kalam Azad, a great freedom fighter, eminent educationist and

## President and General Secretary's Visit to Kanyakumari



As the 58th All India Adult Education Conference is to be held at Kanyakumari from December 11-13, 2009, Shri K.C. University, Gandhigram and Vice President, IAEA and Smt. Kalpana Kaushik, Programme Officer, IAEA also accompanied them.



Choudhary, President and Dr. Madan Singh, General Secretary, IAEA visited Kanyakumari on October 27-28, 2009 to personally see the stay and conference arrangements at Vivekananda Kendra. Dr. L. Raja, Assistant Director, Department of Adult, Continuing Education and Extension, Gandhigram Rural

During this visit, the President and General Secretary also had a discussion with the adult educationists at the State Resource Centre, Kerala at Thiruvananthapuram with regard to the revival of IAEA Kerala Chapter and also about Dr. Sivadasan Pillai Foundation.

## Meeting to Discuss the Role of NGOs in 'Sakshar Bharat'

The Directorate of Adult Education, Govt. of India, New Delhi, organised a one-day meeting of NGOs on November 4, 2009 to identify their role in the implementation of 'Sakshar Bharat' programme at SCOPE Convention Centre, CGO Complex, Lodhi Road, New Delhi. Around 150 persons have attended the

## Hum Honge Paanchvi Pass- Equivalency Programme of ZSS, Raipur

During the District Micro-planning exercise (Jan Pad), it came to the notice of the District Collector, Raipur, Shri Subodh Kumar Singh, who is also the Chairman of ZSS, that a number of students dropped out of the school and could not complete their studies for various reasons. Hence, an action plan was prepared to provide academic support to them so that they can appear in the examination for Class V and VIII. In this effort, apart from the officers of the government departments, NGOs were also involved to motivate the students to join the stream. Members of Panchayats and Wards took up the responsibility of monitoring the programme.

Upto June 25, 2009, around 3520 coaching centres for equivalency programme were opened in which 2,66,570 students enrolled and gave equivalency tests out of which 1,09,703 were for Class V and 1,56,867 were for Class VIII.

The programme became success in view of the efforts taken by the district administration and also by the active support extended by the State Education Secretary, Shri Nand Kumar.

meeting. Shri S.C. Sangwan, Deputy Consultant Secretary (AE), Smt. Simmi Chaudhary, Deputy Secretary (AE), Shri S. Ramakrishna, Joint Director and Shri A.S. Vohra, Assistant Director, Directorate of Adult Education.

The meeting was inaugurated by Smt. D. Purandeswari, Minister of State for Human Resource Development and was conducted by Shri Jagmohan Singh Raju, Joint Secretary (AE) and DG, NLM. Other officers present were Shri K. Mathivanan, Director (AE), Shri IPS Bakshi, Deputy Secretary (AE), Shri SPS

The concluding remarks were given by Smt. Anshu Vaish, Secretary, Department of School Education and Literacy.

# External Evaluation of Post Literacy Programme of Mahendergarh District of Haryana

Conducted in April 2006

## Introduction

Mahendergarh district of Haryana with its Headquarters at Narnaul is located in the South West part of the State. Economy of the district is primarily based on agriculture. Total population of the district according to 2001 census was 8.12 lakhs. Sex ratio was 918. Overall literacy rate of the district was high being 69.89 percent. But the difference in male and female literacy rate was as high as 30.34 percent, female literacy only 54.08 percent and male literacy was 84.72 percent.

## Total Literacy Programme

Total Literacy Campaign (TLC) was sanctioned in Feb, 1995. It was completed in June 1999. Out of a total target of 60,219 persons of age group 15-35, only 18,000 learners mainly women had completed Primer III.

## Post Literacy Programme

The Post literacy programme envisaged setting up of 400 Jana Chetna Kendras to cover about 40,000 neo literates. The PL programme was sanctioned in July 2003 for an amount of Rs. 80 lakhs. Training of functionaries was held in Nov 2003 and teaching learning activity could be started only in April 2004. It took two years to complete the teaching/learning process as against the total project duration of one year. In fact the programme was not functioning well during large part of the project period. After the joining of the new Deputy Commissioner and Chairman Sh. Fateh Singh Dagar, the programme functioned well particularly in 150 selected villages which were given more attention

during this period. Shri Daggar himself took keen interest and presided over several village level functions where he also listened to the grievances of the people.

## Findings of the evaluation study

1. Total Mop-up learners in the district were 24,440. The sample test conducted by the evaluation team gave a success rate of 52.4 percent out of the tested and absentee learners.

2. For Post literacy, number of learners was 25,000 Sample tests of the learners gave a pass percentage of 50.44 out of the district target.

3. Twenty five Thousand learners had joined Post literacy primer after being given a chance of completing PIII. Another about 12,800 learners (52% of the Mop learners) achieved NLM norm under the MOP test. Thus total of 37,800 learners are estimated to have been made literate during literacy and Post Literacy phases. They form 62.8 percent of the TLC target of 60,219 non literates of age group 15-35 who were to be made literate.

4. Post literacy primer 'Parakh' developed by SRC Rohtak was a good material used for PLP. A set of 21 books for libraries was purchased and made available to selected JCKs. Quality of all the books (19 purchased from National Book Trust) was good. They were interesting and useful reading material for neo literates. However these were made available to the JCKs only recently. These were provided mainly to those 150 JCKs which were selected for CE Programme.

5. Training was imparted. Duration of training was low. Training was one of the weak aspects during literacy. It did not improve much during Post literacy. However training

of Anganwari workers in Self Help Group and economic activities by DRDA proved to be helpful.

6. Awareness level of neo literates improved. They also started participating in family planning, health improvement and cleanliness programmes. Awareness about Panchayati Raj institutions, Ladli Scheme of the Govt. of Haryana also increased. There was lot more to be done in terms of their participation and access to development programmes.

7. Several activities were conducted to organise women through rallies and functions. Self confidence of women increased. Formation of Mahila Mandals and Self Help Groups helped in raising the level of Women empowerment in social and economic fields.

8. Value of education is now definitely recognised Enrolment in Primary schools increased. The neo literates started using their reading, writing and calculating skills in their day to day life situations. Belief in superstitions came down. Impact of literacy programmes was felt in the areas of social evils like Prada System, Foeticide, and sex discrimination. Women started coming out and participate in group activities.

9. Quality Index as worked out on the basis of NLM guidelines for measuring Quality of PL Index worked out to 55 on the basis 5 pt scale and weights assigned to different objectives of evaluation.

## Recommendations made by the evaluation team

1. To ensure that the literacy gains achieved by the neo literates are not lost, it is essential to set up Continuing Education Centres in each village. These centres will provide opportunities for life long learning to

continue on page 7

all sections of the population. Nodal CECs will need to be set up for a cluster of 10-15 CECs each for effective supervision and servicing of CECs.

2. Most of the Post literacy Centres were being organised in Anganwadi premises. A small room available for Anganwadi in many cases will not be adequate for organising library, reading room and other activities of the CE Centres. More over the Anganwadi Workers will not be able to organise the CEC activities in addition to their own duties during the functioning of Anganwadi which functions only upto 1 P.M. Preraks and Assistant Preraks who will be paid honorarium will need to be appointed and proper space will need to be located for organising of CECs and NCECs.

3. The CE Centres need to provide teaching-learning facilities for the Residual Non Literates, semi literates and neo literates.

4. Continuing Education Programme is a multifaceted activity, Equivalency programmes for general and vocational education will need to be organised in collaboration with open learning and non formal systems of Education. National Institute of Open Schooling accredits Zila Saksharta Samitis as study centres for this purpose. For raising the vocational skills of the unskilled and semi skilled persons including literacy learners, there is need to set up a Jan Sikshan Sansthan in the district.

5. Quality of Life Improvement Programme and Income Generating Programmes Constitute very vital part of the CE programme. These programmes contribute to the improvement of quality of life of adults which is the main aim of the adult education programmes. These programmes need to be taken up on priority basis. Formation of Self Help Groups should be encouraged so that Economic and skill Development Activities can be taken up on a wider scale.

6. There is need to strengthen the Administrative arrangements at the District level. Only one District Project Coordinator and one Asstt. Project Coordinator were organising the literacy activities on full time basis.

7. Linkages with other Development Programmes need to be further strengthened to enable the CE beneficiaries to have better access to the programmes which improve their living and working conditions.

#### Action on Recommendations

The CE Programme for Mahendergarh district of Haryana was not sanctioned. So the recommendations made by the evaluation team to improve programme implementation in the district could not be implemented.

PREM CHAND  
Sr. Consultant

## इतिहास के झरोखे से

23 दिसम्बर 1968 को 22वां अखिल भारतीय प्रौढ़ शिक्षा अधिवेशन यूनेस्को के उपमहानिदेशक डा. मेलकम आदिसेशैया की अध्यक्षता में पांडिचेरी में आयोजित किया गया।

डा. आदिसेशैया ने संघ को यूनेस्को के साथ सहयोग एवं समन्वय हेतु धन्यवाद ज्ञापित करते हुए कहा कि संघ द्वारा साक्षरता हेतु प्रकाशित सामग्री, शोध कार्यक्रम, अधिवेशन, परिसंवाद, संगोष्ठियों एवं समाशोधन गृह के रूप में जो कार्य निरंतर किए जा रहे हैं वो सराहनीय हैं। यूनेस्को इस कार्य हेतु भारतीय प्रौढ़ शिक्षा संघ को बढ़ाई देता है। उन्होंने अपने सार गर्भित उद्बोधन में कहा कि हमने शिक्षा या साक्षरता को आयु, युवा, बुजुर्ग आदि श्रेणियों में बांट कर प्राथमिक शिक्षा या विद्यालयीन शिक्षा, प्रौढ़ शिक्षा आदि में विभाजित कर दिया है जो अधिकांशतः हमें असमंजस में डाल देती है। अब समय है कि इसे एकात्म रूप 'जीवन पर्यन्त शिक्षा' के रूप में संचालित किया जाए। डा. आदिसेशैया ने यूनेस्को का संदर्भ देते हुए 'जीवन पर्यन्त शिक्षा' की अवधारणा की विस्तृत व्याख्या प्रस्तुत की।

इस अधिवेशन में यूनेस्को के महानिदेशक द्वारा भेजे गए संदेश का वाचन किया गया जिसमें उन्होंने कहा था कि "भारतीय प्रौढ़ शिक्षा संघ द्वारा साक्षरता के क्षेत्र में जितना सैद्धांतिक एवं व्यावहारिक कार्य किया है, उतना कार्य विश्व में कुछ एक संगठनों ने ही किया है। भारत ही नहीं अपितु सम्पूर्ण विश्व में प्रौढ़ शिक्षा कार्य के विकास में संघ के प्रेरक एवं कार्यकर्ताओं का योगदान अतुलनीय एवं प्रशंसनीय है।"

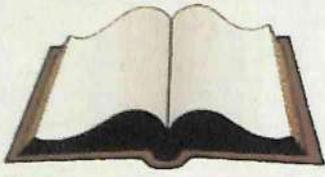
26 से 29 दिसम्बर 1968 को 17वां राष्ट्रीय परिसंवाद 'संसदीय प्रजातंत्र हेतु प्रौढ़ शिक्षा' विषय पर डा. लक्ष्मीलाल सिंघवी के निर्देशन में पांडिचेरी में आयोजित किया गया।

## Dr. Subhash Purohit nominated to IFUNA



Dr. Subhash Purohit, Member, Rajasthan Subordinate and Ministerial Services Selection Board and also a Life Member of Indian Adult Education Association has been nominated as the permanent member in National Executive Council of Indian Federation of United Nations Association (IFUNA).

**Documents**



Hemchand, T.K. Problems of Elementary Education. Crescent, 2009. 302 p.

This book in the series on education problems focuses its attention onto the problems of elementary education. Encompassing the basic reading, writing and arithmetic skills, elementary education has been a major area of emphasis in education for most nations. This is particularly relevant to developing nations, wherein illiteracy is still a major issue. A number of problems, however, stalk primary education. Not only is there the matter of making primary or elementary education reach out to everyone, but also the approaches towards primary education, among which there is little agreement.

UNICEF. Adolescence: A Time That Matters. UNICEF. 2002. 240 p.

Adolescents have rights - as expressed in the 1989 Convention on the Rights of the Child - including those to information and skills; access to services, such as education, health, recreation and justice; a safe and supportive environment; and opportunities to participate and to have their voices heard. Countries that have ratified the Convention are required to take all necessary measures to secure these rights.

Yet time and again around the globe, societies are faced with the symptoms of their collective failure to fulfil and protect adolescents' rights. "A society that cuts itself off from its youth severs its lifeline; it is condemned to bleed to death," said Kofi Annan, United Nations Secretary-General, in an address to the World Conference of Ministers Responsible for

Youth.

UNICEF Learning from Experience: Water and Environmental Sanitation in India. UNICEF. 2002. 20p.

India's water and environmental sanitation (WES) programme, strongly supported by UNICEF for nearly three decades, has provided not only services but also long-term training and technical support, especially in the case of water supply. To capture some of the lessons learned, UNICEF commissioned an independent evaluation of its WES programme in India over the past 30 years. This publication explores lessons learned that can help other nations in their efforts to provide universal WES coverage for their citizens.

United Nations. The Millennium Development Goals Report 2009. United Nations. 2009. 60p.

This report presents the yearly assessment of global progress towards the MDGs. With fewer than six years to meet the 2015 deadline to achieve the Millennium Development Goals (MDGs), the report warns that despite many successes, overall progress has been too slow for most of the targets to be met by 2015. And major advances in the fight against poverty and hunger have begun to slow or even reverse as a result of the global economic and food crises.

Although data are not yet available to reveal the full impact of the economic downturn, they point to areas where progress towards the eight goals has slowed or reversed. But the story is not all bleak. The report also portrays the remarkable advances that many countries and regions had made before the economic landscape changed so radically in 2008.

Varma, Ravi S. A Complete Course in Communication Skills. University Book House, 2006. 290 p

A Complete Course in Communication Skills is a clear, compact, modern and up-to-date hand book for all those who aim at mastering communication in English.

It succinctly explains the grammatical features of English

and describes English phonetics and provides guidance for speaking English fluently.

It contains 25 passages of varying length and difficulty for comprehension and precise-working. The book gives several model letters and reports. It has 87 graded exercises for class-room practice and includes a supplement on the text-book and two valuable appendices. The book encourages innovation and creative imagination.

Savona, Ernesto U.; Stefanizzi, Sonia (Eds.). Measuring Human Trafficking Complexities And Pitfalls. Springer. 2007, 127 p.

In its blatant forms of sexual exploitation of women and children and the international slave labor market, human trafficking is a human rights crisis worldwide. Despite the efforts of governments, global law enforcement, and the UN, the phenomenon continues to grow at a staggering rate. The contributors to Measuring Human Trafficking pinpoint key reasons for the lag-from inconsistent empirical data to distracting immigration debates-while analyzing areas for improvement in assessing and monitoring these complex criminal activities, in terms of both their practical aspects and the human results. Some of the chapters in this document are:

- Trafficking in the world context: A crime against humanity
- Toward clear common definitions of trafficking phenomena
- Guidelines for improving research and data collection
- An in-depth review of quantitative approaches to estimating trafficking throughout the EU countries
- An extended case study in illustrating common dilemmas in qualitative research on trafficking
- How trafficking works: a criminal-network perspective

**SC Dua and Neha Gupta**

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**Editor: Dr. Madan Singh**

# IAEA NEWSLETTER

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INDIAN ADULT EDUCATION ASSOCIATION

## Fifty-Eighth All India Adult Education Conference



The programme included inaugural session, seven plenary sessions, group work (seven special interest groups on various topics) and valedictory session. One plenary sessions was devoted to organisational presentations, another one for International Reading Association and the rest for academic paper presentations in which totally 44 papers were presented. Apart from this a Peace March from Gandhi Mandapam to Vivekananda Kendra was taken by the

The 58th All India Adult Education Conference was held at Vivekananda Kendra Kanyakumari from December 11-13, 2009. The theme of the Conference was **Youth and Lifelong Learning**. In all 326 delegates from Andhra Pradesh, Assam, Arunachal Pradesh, Bihar, Chandigarh UT, Chhattisgarh, Delhi, Goa, Gujarat, Haryana, Jammu & Kashmir, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Manipur, Meghalaya, Mizoram, Orissa, Pondicherry UT, Rajasthan, Tripura, Tamil Nadu, Uttar Pradesh, Uttarakhand and West Bengal representing different institutions like universities, colleges, NGOs, SRCs, JSSs, ZSSs, government organisations, attended the conference.

IAEA

Wishes all the readers

A Very Happy  
and Prosperous

New Year

2010



delegates to highlight the importance of Lifelong Learning for Women and Youths.

The inaugural session of the conference started with the lighting of ceremonial lamp which was followed by the welcome address by Shri K.C. Choudhary, President, Indian Adult Education Association.



In his address he said that the Association has completed 70 years and has established a name in the hearts of the adult educationists. He attributed the success to the patronage and support extended by the members, office bearers of the Association and adult education practitioners. He further said that adult education is not only literacy but it encompasses education of the adults in making their life worthy of living.

Then the conference was inaugurated by reading the inaugural address of Dr. SM Ramasamy, Vice Chancellor, Gandhigram Rural University, Gandhigram since he was taken ill



suddenly. The speech was read by Dr. L. Raja, Reader, Department of Adult, Continuing Education & Extension, Gandhigram Rural University. Dr. Ramasamy in his speech said that the main focus of the adult education programmes in India has been on adult literacy and neo-literates. He felt that in a technology driven knowledge based competitive world, adoption of new technology and improving the skills of labour force is needed in India. This implied creating a variety of learning and training opportunities for youth and suggested that universities, Jan Shikshan Sansthan, State Resource Centres and relevant NGOs have to play a vital role to shape the future of the Indian youth. For this he suggested that a workable model for field oriented and practical oriented learning practice needs to be developed.

Rev. (Dr.) Gnana Robinson, Founder President, Peace Trust Kanyakumari also addressed the delegates. In his



address he said that education is for liberation, enlightenment and freedom. He said that true education works in the interest of the people concerned. It is liberative and enables every individual to know his/her rights in this world and to live with dignity with one another.

Thereafter, Shri Chaturbhuj Patidar, Chairman, Shri Ambika Patidar Samaj Dharmik and Parmarthik Trust,



made a mention of the PALDIN programme developed by JNU in collaboration with Unesco and IGNOU for the training of adult education functionaries. IGNOU has already started this training programme for which it charges Rs. 5000/- per candidate. He suggested that other universities also should take-up such comprehensive training programmes and make them available to adult education functionaries.

Rangwasa, Madhya Pradesh was conferred Special Mention Award for the year 2009 by Dr. Gnana Robinson for his dedicated work to the cause of women education and literacy. Shri Patidar thanked Indian Adult Education Association for the honour given to him.

Dr. Shah further stated that the Jan Shikshan Sansthan need to upgrade their skill training programmes like Korea and adopt a systematic process of evaluating the learners and awarding certificates which are not only recognised but also enables them to get employment.

The theme of the conference was introduced by Dr. S.Y. Shah, Professor, Group of Social Sciences, Jawaharlal Nehru University, New Delhi. He said that there are 100 million adult illiterates of the age-group 15-35 of which 65 million are women. The annual conference is timely as NLM has started implementing Sakshar Bharat programme which



The dignitaries on the dias were



aims to make 70 million people in 365 low literacy districts of the country literate. This is a challenging task in view of depleted institutional structure. He felt that active support of various organisations is needed for this programme and expressed that the quality of training programme which has gone down need to be improved to a great extent. Hence, there is a need for convergence between National Literacy Mission, National Skill Development Mission, Mahila Samakhya and University programmes. Dr. Shah also

honoured with sacred Khada by Shri A.H. Khan, Vice President, IAEA. The Khada has been blessed by Chief Monk of HH the 14th Dalai Lama.



At the end of inaugural session Dr. Madan Singh, General Secretary, IAEA proposed the vote of thanks. He also said that adult education is not simply literacy but is a

life skill education. Hence, Universities,

NGOs and other organisations should develop such skills so that they are used in the adult education programmes.

The first plenary session was presided over by Ms. B. Nivedita, Vice President, Vivekananda Kendra, Kanyakumari. In this plenary five academic papers were presented. They were:

1. Youth and Lifelong Learning - Dr. Madan Singh, General Secretary, IAEA.
2. Empowering Adults with Lifelong Education - Dr. Shanker Lal Sharma, Principal, Janardanrai Nagar Rajasthan



Vidyapeeth, Dabok, Udaipur.

3. Youth and Lifelong Learning - Dr. Swati Chandorkar, Director, State Resource Centre, Bhopal.
4. Capacity Building of the Youth through Lifelong Learning for Livelihoods - Dr. G.V.R.R. Prasad, former Deputy Director (Adult Education), Govt. of Andhra Pradesh.
5. Lifelong Education for Young Women : Indian Context - Dr. Jayanta Kumar Ghosal, Assistant Editor, Adult Education and Development Journal, AICMED, West Bengal.



In the second plenary, Ms. Rizalina "Sally" C. Labanda, Director of Saints Peter and Paul Early Childhood Center, Santa Rosa, Laguna, Philippines

and Educational Consultant for Scholastic International - Philippines gave an introductory lecture about programme and activities of International Reading Association (IRA). She said that the mission of the IRA is to promote reading by advancing the quality of literacy teaching and research across the globe. This session was presided over by Prof. S.Y. Shah.

The third plenary session was presided over by Smt. Nishat Farooq, Member, Executive Committee, IAEA. In this session 13 academic papers were presented:

1. Lifelong Learning for Sustainable Development - Dr. T. V. Thulasidharan, Reader, M.G. University, Kottayam, Ms. Suneethi, A.S., Research Scholar, M.G. University, Kottayam (who presented the paper) and Shri N. Rajesh, Research Scholar, M.G. University, Kottayam.
2. A Study of Youth Resource & Learning Center in Higher Education - Dr. Rajesh, Department of Adult and Continuing Education, University of Delhi.
3. Youth and Lifelong Learning - Dr.



Kathita Hatibaruah, former Principal of Guwahati College, Assam.

4. Youth Lifelong Learning - Needs more Youth friendly - Shri Sujit Kumar Datta, Kolkata.

5. ICT: The Panacea for Lifelong Learning - Ms. Elizabeth Joshua, Research Scholar, M.G. University, Kottayam (who presented the paper), Ms. Swapna Gopinath, Research Scholar, M.G. University, Kottayam.
  6. Youth and Lifelong Learning - Dr. Jogram Hatibaruah, former Joint Director for Economic and Statistics, Govt. of Assam.
  7. Lifelong Learning Opportunities and Five Year Plans - Dr. Sreekala. K.K., Lecturer, M.G.U.C.T.E, Kudamaloor, Kottayam.
  8. Integrating Formal, Nonformal, and Informal Education for Lifelong Learning - Ms. Prabha Srivastava, Satyen Maitra Janasiksha Samiti, Kolkata.
  9. Employment, Education and Youth: Understanding the Linkages - Shri Sumit Mukhopadhyay, Senior Lecturer, Department of Economics, Mrinalini Datta Mahyavidyapith, Kolkata.
  10. Vocational Education : Route to Success - Ms. D. Radhapriya, Project Staff, Department of Lifelong Learning and Extension, Avinashilingam University for Women, Coimbatore (who presented the paper), Dr.K.Vasantha, Reader, Department of Lifelong Learning and Extension, Avinashilingam University for Women, Coimbatore
  11. Need for Vocational Training and Skill Development - Smt. A.Swarnalatha, Research Associate, Department of Lifelong Learning and Extension, Avinashilingam University for Women, Coimbatore (who presented the paper) and Dr.K.Vasantha, Reader, Department of Lifelong Learning and Extension, Avinashilingam University for Women, Coimbatore.
  12. Lifelong Learning Through Community Education and Human Resource Development Strategies - Smt. P. Jamini Devi, Lecture (SC), DACEE, Manipur University, Imphal.
  13. Education of Youth, Human Rights and Human Development - Smt. Asha Verma, Lecturer (Law), RC Jall Law College, Mhow (MP).
- The plenary-4 was presided over by Dr. O.P.M. Tripathi, Director, Department of Adult, Continuing and Extension Education, Deen Dayal Upadhyay, Gorakhpur University, Gorakhpur and Member, Executive Committee, IAEA while plenary-6 was presided over by Dr. L. Raja, Reader, Dept. of Adult, Continuing Education & Extension, Gandhigram Rural University, Gandhigram and Vice President, IAEA and the plenary-7 was presided over by Prof. K. Susheela Gowda, Member, Executive Committee, IAEA. Following were the papers presented:
1. Empower Young through Lifelong Learning - Dr. Jayasree. P., Reader, School of Pedagogical Science, MG University, Kottayam and Shri Faisal. PN, Lecturer, Calicut University, Teacher Education College, Calicut (who presented the paper).
  2. Youth Empowerment and U - Learning - Dr. Sajna Jaleel, Lecturer, School of Pedagogical Science, MG University, Kottayam.
  3. A Study of Life Long Learning for the Marginalised Youth - Shri Biresh Pachisia, Research Scholar, Delhi University and Consultant, Care Vision and Dr. Rajesh, Assistant Professor, DACEE, Delhi University (who presented the paper).
  4. Vocational Training for Youth Role of Avinashilingam Jan Shikshan

Sansthan Coimbatore - Shri V. Balasubramanian, Director, JSS, Coimbatore.

5. Equivalency Education : Kerala sets a model - Dr. N. Jayadevan, Director,



Kerala State Literacy Mission Authority, Thiruvananthapuram.

6. Lifelong Learning at work in Dindigul District, Tamilnadu - Dr. L. Raja, Reader, Dept. of Adult, Continuing Education & Extension, Gandhigram Rural University, Gandhigram.

7. Lifelong Learning for Rural Youth - Dr.N.Kumar, Lecturer, Department of Education, Gandhigram Rural University, Gandhigram (who presented the paper) and Dr.S.Gunasekaran, Lecturer, Department of Education, Gandhigram Rural University, Gandhigram.

8. Longing for Lifelong Learning - Ms. Chanam Sonia Devi, Research Scholar, Department of ACEE, Manipur University, Imphal.

9. Lifelong Education for the Intellectually Disabled - Dr. R. Subbu Raman, Associate Professor, Department of ACEE, Gandhigram Rural University, Gandhigram (who presented the paper) and Smt. T.Shanthi, Research Fellow -UGCMRP, Department of ACEE, Gandhigram Rural University, Gandhigram.

10. Role of Youth in Panchayati Raj -

Dr.M.Gurusamy, Department of Extension Education, Gandhigram Rural University, Gandhigram.

11. Role of Vocational Education in Harnessing Outsourcing Opportunities - B. Sanjay, Assistant Editor, Indian Adult Education Association, New Delhi.

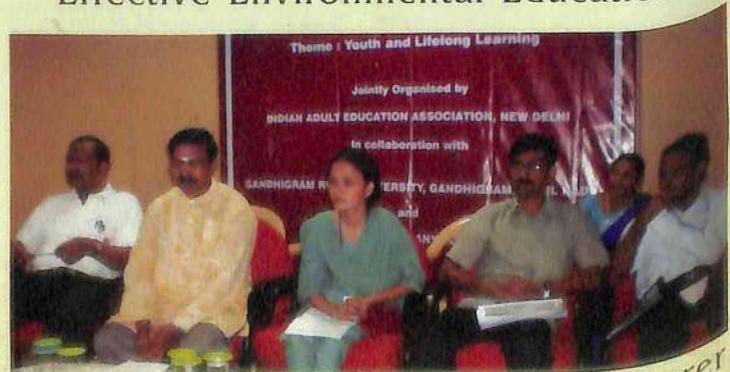
12. Empowerment of Adults Through Life Skills - Raji G.R., Lecturer, KUCTE, Thiruvananthapuram (who presented the paper) and Pramod D, Research Scholar (UGC-JRF) School of Pedagogical Sciences, M.G. University, Kottayam, Kerala.

13. Adult Education Vs Adult Literacy : A Challenge for Regional Languages - Dr. P.K. Baral, Joint Secretary, ZSS, Angul, Orissa.

14. Youth and Lifelong Learning - Dr. S. Karuppaiyan, Associate Professor, DACEE, Bharathidasan University, Tiruchirappalli.

15. Lifelong Learning for Youth with Reference to Tribal Youth - Dr. Bhoumik Deshmukh, Department of Adult, Continuing Education and Extension, University of Pune (who presented the paper) and Prof. Tej Nivalikar, Department of Adult, Continuing Education and Extension, University of Pune.

16. Modern Technological Devices for Effective Environmental Education to



the Youth - Shri Freejo K.J., Lecturer

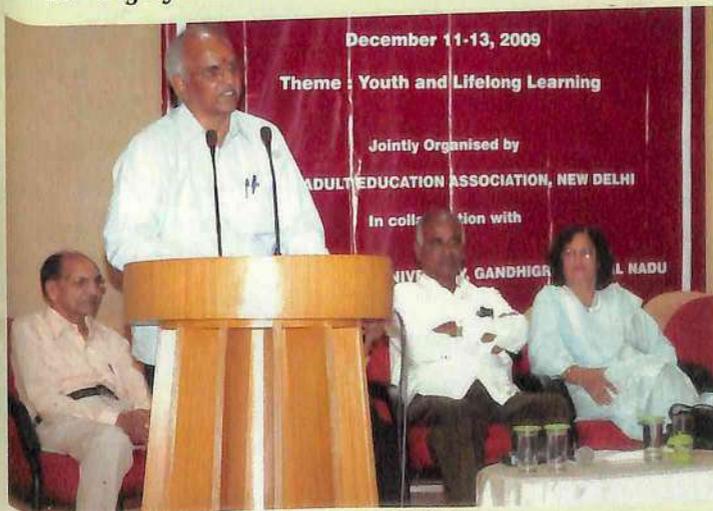
in Natural Science, St. Joseph's Training College, Pavaratty, Thrissur.

17. Youth and Lifelong Learning - Shri P.M. Zachariah, Principal, MCCE, Kirathoor, Kanyakumari.
18. Born to be Labourers : A Psycho-Social Study of Youth in Tea Industries of Assam - Shri B.P. Sahu, Head, DACE, NEHU, Shillong.
19. Youth and Lifelong Learning - Shri Bhagyalakshmy R., Research Scholar, School of Pedagogical Sciences, Mahatma Gandhi University, Kottayam.
20. Lifelong Learning: an Opportunity For Unemployed Youth - Dr. Lamalu Thaimai, Assistant Professor, DACEE, Manipur University, Imphal and Th. Premabati Devi, Research Scholar, DACEE, Manipur University, Imphal (who presented the paper).
21. Empowering Youth and Learning : Vocationalisation through Continuing Education - Shri Anwar, Lecturer, Mahatma Gandhi UCTE, Elanthoor (who presented the paper) and Shri K. Latheesh, School of Pedagogical Sciences, M.G. University, Kottayam.
22. Youth and Lifelong Learning - Smt. R. Vijaya Bavani, Lecturer, Economics

23. Lifelong Learning and the Youth - Prof. B.B. Mohanty, Former Unesco Adviser and Unicef Consultant.
24. Adult Education in Gujarat with Special Reference to Women Literacy - Shri Mafatlal Patel, Member, Executive Committee, IAEA.
25. Badhti Aabadi Mein Ghatati Kanya (Stri Bhrunhatya) - Smt. Surekha D. Khot, Member, Executive Committee, IAEA.

Plenary-5 was presided over by Smt. Nirmala Nuwal, Principal, College of Teacher Education Matundi-Ajmer and Associate Secretary, IAEA. This session was devoted to organisational presentations in which following delegates presented a brief account of their organisations:

1. Shri C.L. Nair, Director, SRC, Kerala regarding the State Resource Centres as academic and technical resource support institutions to adult and lifelong education.
2. Prof. Tej Nivalikar, Assistant Director, Department of Adult and Continuing Education, University of Pune regarding the University Departments of Adult, Continuing Education and Extension.
3. Dr. V. Reghu, Faculty Head, TEC Division, Rajiv Gandhi National Institute of Youth Development, Sriperumbudur regarding the work done by his institute.
4. Dr. Vinayak Panda, Coordinator, Zilla Saksharta Samiti, Puri about the role of Zilla Saksharta Samities in the implementation of TLC, PLP and CE programmes.
5. Shri Pradeep Kumar Vairagi, Department of Adult and Continuing Education, Mahatma Jyotiba Phule Rohilkhand University, Bareilly, Uttar Pradesh regarding the courses



Department, SIET College, Teynampet, Chennai.

organised in his department.

6. Shri A.H. Khan, Vice President, IAEA regarding problems faced by University Departments of Adult and Continuing Education in the state of Bihar.



7. Prof. A. Jyrwa, Lecturer, North Hill University, Shillong informed about various activities carried out by the Department of Adult and Continuing Education and Extension in her University.
8. Shri C.L. Kelkar, Director, JSS, Sindhudurg on the role of JSSs as vocational training institutions.
9. Shri Sudhakar Mansingh, Kalakunj, State Resource Centre, Lucknow spoke about the glorious history of Literacy House and its contribution to the field of non-formal and adult education.
10. Ms. Chanam Sonia Devi, Research Scholar, Department of Adult and Continuing Education, Manipur University about various academic programmes undertaken by her department.
11. Smt. Rajashree Biswas, Vice President, IAEA highlighted the programmes undertaken by IAEA chapter of West Bengal.
12. Shri Subroto Poddar of Sadgachia Vasundhra Parivar Society presented an account of the activities provided by his society.
13. Shri Abhisek Pandey, Om Shri

Someshwar Maharaj Bahuddeshiya Shikshan Sansthan, Nagpur explained in detail about the programmes conducted by his organisation.

14. Dr. Dilip Kumar, Director /Professor & Head, Department of Adult, Continuing & Extension Education, MJP Rohilkhand University, Bareilly, Uttar Pradesh spoke about the courses offered by his department.

Seven special interest groups were formed for various topics. Each group was headed by a Chairperson. The topics assigned to the groups were:

Group-1 Youth and Lifelong Learning - Current Policies and Programmes in India.

(Chairman : Dr. V. Reghu)

Group-2 Role of Open Learning Institutions in Lifelong Learning

(Chairman : Dr. OPM Tripathi)

Group-3 Special Literacy Programme for Tribal Youths

(Chairman : Dr. Bhoumik Deshmukh)

Group-4 Role of Voluntary Agencies in 'Sakshar Bharat' - Mission 2012

(Chairman : Shri A.H. Khan)

Group-5 Material and Methods of Teaching Learning

(Chairman : Smt. Nishat Farooq)

Group-6 Role of Corporate Houses in Continuing Education

(Chairman : Dr. Manjeet Paintal)



## Group-7 Vocational Training and Skill Development for Youths

(Chairman : Dr. L. Raja)

After the groups discussed the topics, the Rapporteurs presented the group reports in the general session which was coordinated by Ms. Rajashree Biswas, Vice President, IAEA. The Rapporteurs were Shri S. Harish Kumar, Smt. Prabha Srivastava, Dr. Bhoumik Deshmukh, Shri



Sakti Mandal and Prof. Sumit Mukherjee, Smt. Asha Verma, Dr. Rajesh and Dr. S. Francisia.

Thereafter, the concluding session was held in which the valedictory address was given by Shri K.C. Choudhary, President, IAEA. He honoured Dr. L. Raja, Shri A.H. Khan, Shri Davaraj, Administrative Officer, Peace Trust Kanyakumari and Shri M.G.S. Shankar of Gouri Shankar Restaurant with Angvastra for their collaboration and support extended to the conference.

The Kanyakumari conference declaration was drafted by Prof. B.B. Mohanty and was read by Dr. V. Mohankumar. The declaration was:

**Seeing** Kanyakumari which evokes memories of Swami Vivekananda, who jumped to the rock called Vivekananda Rock;

**Knowing** Thiruvallavur, who composed Thirukkural, to spread the teachings of Jainism - peace and service to humanity;

**Appreciating** the efforts of delegates in their deliberations in groups and

plenary sessions; and

**Declares** that the teachings of Swami Vivekananda and Thiruvallavur are in complete resonance with all that the conference has come up during these three days.

In the same way Kanyakumari conference recommendations were drafted by a committee headed by Dr. Madan Singh. Other members of the committee were Dr. V. Reghu, Dr. K. Parthasarathy, Dr. Swati Chandorkar, Dr. Manjeet Paintal, Dr. Rajesh, Dr. R. Rajan, Smt. Nishat Farooq, Shri V. Balasubramaniam, Dr. L. Raja, Dr. Arun Mishra, Dr. Jayadevan and Shri Prem Chand (Rapporteur) and read by Shri Prem Chand. The recommendations were:

1. Different terms are used for adult education by different agencies. In the last International Conference on Adult Education (CONFINTEA VI) held in Belem, Brazil from December 1-4, 2009 it was suggested that the term "Youth and Adult Lifelong Learning" should be used for these programmes. The conference accepted this suggestion and recommended that this term should be publicised among the adult education functionaries and in the public at large.
2. Different Ministries/Departments of the government, universities and other educational institutions, NGOs, political parties, corporate sector, professional organisations, self-help groups, library movements are engaged in conducting youth and adult learning programmes. There is a need for networking of these organisations.
3. National Literacy Mission has been assigned the overall responsibility of

supporting/managing the 'Sakshar Bharat' - Mission 2012 programme. The programme envisages (i) functional literacy for young and adult illiterates of the age-group 15 plus, (ii) basic education in the form of equivalency programme of Class V, VIII and even beyond, (iii) vocational education for non-literates, neo-literates and drop-outs and (iv) continuing education programmes for youth and adult population. NLM alone will not be able to undertake this huge responsibility. There are several other organisations and agencies who are engaged in education and training of youths and adults, providing them vocational training to make them employable, make them aware about health care, economic development and other relevant issues which form part of youth and adult learning. There is a need to form partnership with them in the form of public-public partnership and public-private partnership in the implementation of these programmes.

4. To achieve good coordination and convergence of different agencies there is a need to form inter-sectoral committees at national, state and district levels.
5. To avoid duplication of efforts, specific roles need to be assigned to different agencies such as universities, SRCs, JSSs and NGOs.
6. Those districts/states where the adult female literacy rate was more than 50% are not being covered under 'Sakshar Bharat' programme. It was felt that in most of these states/districts, high level of enthusiasm and motivation was created among the functionaries and

the neo-literates who were participating in continuing education programme. Discontinuation of their further learning may create hardship for them and a sense of distrust in the organisers/ administration. Hence, it is necessary that the facilities of equivalency programme and vocational training are continued in those districts and states also.

7. 'Sakshar Bharat' needs to lay special emphasis on the coverage of weaker sections of the society viz. SC/ST, women, minorities, etc. Specific programmes relevant to their needs and aspirations needs to be formulated. Border and hilly areas and disabled persons also need special attention.
8. Continuing education centres which were setup earlier under CE programme lacked infrastructure facilities for library, reading room and other activities. Hence, Lok Shiksha Kendras now being setup at Gram Panchayat level under 'Sakshar Bharat' Programme should have proper infrastructural facilities including accommodation.
9. NGOs with good track record and good performance should be identified and encouraged to participate in the programme implementation, resource support, evaluation and research activities.
10. Jan Shikshan Sansthan setup by the Govt. of India in different parts of the country and other vocational education institutions are going to be assigned the responsibility of guiding and organisation of skill development training at the Gram Panchayat level. It has been observed that while some of these institutions have done good work, there are many institutions

which have not provided skills to learners which enable them to get employment or start their own business. The conference recommended that a review of the quality of vocational training being imparted by these institutions should be reviewed. Certificates /Diplomas to be issued by these institutions and their quality of training should facilitate the beneficiaries to make use of their training for their employment or starting their own business.

11. Information, Communication, Technology (ICT) should be used in a big way for providing information and knowledge on different aspects of programme implementation. For collaboration and convergence, there should be a website which places the relevant information in public domain.
12. Departments of Adult Continuing Education and Extension were setup in about 100 universities in the country. Some of them have been now closed in states like Gujarat and Bihar and some others are likely to be closed. Hence, there is a need to take steps at the central level/UGC to promote Departments of Youth and Adult Lifelong Learning in different universities of the country including strengthening of the existing Departments of Adult Continuing Education and Extension.
13. Quality and duration of training of functionaries has gone down to a great extent. There is a need to improve the quality of training of the Resource Persons, Master Trainers and the Preraks. Academic programmes should be developed by different universities/academic

institutions to train a cadre of qualified manpower in this field.

14. There is also a need to promote action research in the field of youth and adult lifelong learning. National Literacy Mission/UGC need to encourage educational/ research institutions/individuals to take up research programmes in this area.
  15. 'Sakshar Bharat' is a new programme. There are several doubts in the minds of administrators, implementing agencies and the public at large about the programme. Media, both print and electronic need to be oriented properly so that they can play a major role in popularising the objectives and content of the programme.
  16. Indian Adult Education Association (IAEA) which is an apex national level NGO in the field of youth and adult lifelong learning should have a leading role in documentation of different activities, good practices in different areas of programme implementation and research.
  17. IAEA should also organise regional workshops on the theme of 'Sakshar Bharat' and for its advocacy.
- At the end, Dr. Madan Singh, General Secretary, IAEA proposed vote of thanks.

A cultural programme was held on the first day of the conference in which the delegates presented different types of state specific items. Shri A.H. Khan, Vice President, IAEA coordinated the programme.

Dr. APA Rehman, one of the delegates gave the participants 'Hasya Therapy' on the second day of the conference which was enjoyed by one and all. ■

# Adult education conference seeks to make lifelong learning a reality for all

The Sixth International Conference on Adult Education (CONFINTEA VI) was held at Belem, Brazil from December 1-4, 2009. The theme of the conference was **"Living and Learning for a Viable Future : The Power of Adult Learning"**.



India was officially represented by Smt. Daggubati Purandeswari, Hon'ble Minister of State for Human Resource Development and Shri Jagmohan Singh Raju, Joint Secretary (Adult Education) and Director General, National Literacy Mission.

Asia South Pacific Association for Basic and Adult Education (ASPBEA) delegation for this conference was led by Ms. Maria Lourdes Almazan Khan, Secretary General. Indian Adult Education Association was part of ASPBEA delegation and was represented by Shri K.C. Choudhary, President, Dr. Madan Singh, General Secretary and Prof. S.Y. Shah, Honorary Director, International Institute of Adult and Lifelong Learning.

The conference was attended by 1500 participants, including representatives from over 156 Member States of UNESCO, along with other partners from the United Nations, bilateral and multilateral organisations, civil society and the private sector, as well as adult learners from all over the world. The conference highlighted the central role played by adult learning and education in international education and development programmes, especially those concerned with



sustainable development.

The Conference was addressed by Fernando Haddad, Brazil's Minister of Education, Irina Bokova, Director-General of UNESCO, Alpha Oumar Konaré, former President of Mali and Founder of the Movement for a United States of Africa, Princess Laurentien of the Netherlands, UNESCO's Special Envoy on Literacy for Development, Walter Hirche, President of the German UNESCO Commission and Ana Júlia Capera, Governor of Pará.

Global Report on Adult Learning and Education (GRALE) was presented on the first day of the conference which is based on a systematic analysis of 154 national reports, alongwith regional outcome documents. GRALE shows that countries in all the regions have put in place adult learning strategies and legislation and run literacy campaigns apart from forging new partnerships and innovative use of information communication technologies. The Report also has documented the variety and unevenness in recent developments in policy, governance and provision in adult education. It shows that not many countries have specific policies in adult education, and is way below the resources needed to allow the sector to deliver its potential. It also shows that adult learning is chronically under-funded and tends to suffer from poor coordination among the various partners involved. Low rates of participation and

equitable access remain key challenges for adult education programmes.

There were two plenary sessions on the opening day of the conference. They were :

- Living and Learning for a Viable Future: The Power of Adult Learning
- Inclusion and Participation in Adult Education.

On the second day, the Plenary lecture on "Confronting Global Challenges" was delivered by Josephine Ouédraogo, Executive Secretary, Enda Tiers Monde, Burkina Faso, an international organisation which was followed by discussion.

There were also 16 parallel workshops held on various topics organised by different organisations. They were :

1. Democratic participation in a globalised world - an innovative and participatory approach to global challenges, with climate and financial crisis governance as examples (Organiser: Association for World Education).
2. Education for sustainable societies and global responsibility (Organiser: International Journey on Environmental Education and the Food and Agriculture Organisation).
3. Financial and economic crisis - labour market impacts, vulnerabilities and policy responses: Challenges for adult education, skills development and lifelong learning in a changing world of work (Organiser: InWEnt (Germany) & UNESCO-UNEVOC).
4. Career pathways: The tie between adult learning and economic growth (Organiser: United States Department of Education/OREALC-CEPAL).
5. Quality education, equity and sustainable development: A holistic vision through UNESCO's four World Education Conferences 2008-2009 (Organiser: UNESCO Education Sector).
6. Reading culture and literate environments for young people and adults: A lifelong learning perspective (Organiser: Ministry of Education, Brazil).
7. Education, gender and poverty (Organiser: Network of Popular Education among Women in Latin America and the Caribbean (REPEM)).
8. Policies and governance for adult education (Organiser: Ministry of Education, Sports, Science and Technology, Japan).

9. Private and public sector partnerships for adult education: Opportunities and challenges (Organiser: UNESCO Education Sector).
10. Financing adult education for development (Organiser: DVV International (Germany) & International Council for Adult Education).
11. Innovative international partnership and networking in adult learning and education (Organiser: Ministry of Education, Spain, General Directorate of Literacy and Adult Education, Cape Verde).
12. Forging partnerships towards a renewed vision of adult education (Organiser: African Platform for Adult Education & Asian South Pacific Bureau of Adult Education).
13. Strengthening international cooperation for adult learning and education (Organiser: Centro de Cooperación Regional para la Educación de Adultos en América Latina y el Caribe (CREFAL)).
14. Lifting obstacles to participation in adult learning and education: A condition for the right to education (Organiser: Institute for Cooperation in Adult Education, Canada).
15. EFA for prisoners - educational experiences in prisons (Organiser: National Institute for Adult Education in Mexico & International Pedagogical Studies Centre (CIP) of France for the EU's EUROsocial Education Programme).
16. Adult learning and migration (Organiser: International Council for Adult Education & National Institute of Adult Continuing Education, UK).

On the third day of the conference 16 more parallel workshops were held as per the following:

1. Recognition and validation of non-formal and informal learning (Organiser: European Association for the Education of Adults & National Institute for Lifelong Education, Republic of Korea).
2. Learners' voice (Organiser: National Institute of Adult Continuing Education, England and Wales & Scottish Adult Learning Partnership).
3. South-South cooperation in the field of adult education and learning (Organiser: AlfaSol, San Tome and Principe's Ministry of Education, l'Établissement Qatari-Mauritanien pour le Développement Social & Qatar Foundation).
4. Accountability mechanisms in adult literacy (Organiser: Asian South Pacific Association for Basic and Adult Education & International Council for Adult Education).

5. 'Sharing countries' experiences of addressing the adult literacy challenge (Organiser: UNESCO- UIL and UNLD).
6. Intergenerational literacy and learning: Promoting Early Childhood Development (ECD) in parenting skills education (Organiser: UNESCO Regional Bureau of Education in Africa (BREDA) & Association for the Development of African Education).
7. Assessing literacy and evaluating literacy programmes (Organiser: Open Society Foundation).
8. Good practices for effective learning assessments activities Focus on E9 (Organiser: UNESCO EFA Unit, UNESCO Brasilia Office & Ministry of Education, Brazil).
9. The decision-maker's dilemma: How important is adult literacy within comprehensive education policies? (Organiser: Norway). **One of the presenters was Hon'ble Minister of State for Human Resource Development, Smt. Daggubati Purandeswari.**
10. Inclusion of indigenous people in adult learning and education (Organiser: National Institute for Adult Education, Mexico & Ministry of Education, Brazil).
11. First-language-based adult education and learning (Organisers: SIL International & Asia-Pacific Programme of Education for All (APPEAL) - UNESCO Bangkok Office/Ministry of Education, Bolivia).
12. Promoting adult learning and education - Adult Learners' Week and Learning Regions (Organiser: European Association for the Education of Adults).
13. Good practices for effective literacy programme delivery - Focus on E9 (Organisers: UNESCO EFA Unit, UNESCO Brasilia Office & Ministry of Education, Brazil).
14. Literacy assessment and monitoring (Organiser: Organisation of Ibero American States (OEI)).
15. National qualifications frameworks and adult learning (Organiser: European Training Foundation).
16. The possibilities for monitoring CONFINTEA VI: Different perspectives (Organiser: African Platform for Adult Education).

The Sixth International Conference on Adult Education was closed on December 4, 2009 with a call for governments to take forward, with a sense of urgency and at an accelerated pace, the agenda of adult learning and education and to redouble the

efforts to meet adult literacy goals.

- The Belem Framework for Action stresses that
- adult learning and education have a critical role in responding to contemporary cultural, economic, political and social challenges, and underlines the need to place adult learning and education in a broader context of sustainable development.
  - It acknowledges that effective policy governance, financing, participation, inclusion, equity and quality are all necessary conditions for adults and young people to be able to exercise their right to education.
  - It calls for redoubling of efforts to reduce illiteracy by 50 percent from 2000 levels by 2015, together with increased investment and expertise, provision of relevant curricula and quality assurance mechanisms, and a reduction in the literacy gender gap.
  - It noted that adult learning and education remain chronically under-funded and under-valued and says that greater political recognition following CONFINTEA V has not paved the way for effective political action in terms of policy prioritisation, integration and allocation of adequate resources either nationally or internationally.
  - It draws attention to a lack of professional training opportunities for adult teachers, as well as insufficient monitoring, evaluation and feedback mechanisms.
  - It emphasises the need for strengthened international cooperation in areas ranging from the recognition of qualifications, sharing of know-how and innovative practices, quality assurance, governance, equitable access, support for indigenous languages and education of migrants.
  - It commits countries to scale up investment for youth and adult education to at least 6% GNP, while promoting new and establishing alternative financing mechanisms.

## International English Language Teaching Experts Meet at Udaipur

The first International ESL EFL Conference-cum-Sixth Annual Conference of Rajasthan Association for Studies in English was organised by the Department of English, Janardan Rai Nagar Rajasthan Vidyapeeth University, Udaipur from November 5-7, 2009 at Udaipur. Prof. Divya Prabha Nagar, Vice-Chancellor, Janardan Rai Nagar Rajasthan Vidyapeeth University, Udaipur inaugurated the conference and released a souvenir. More than two hundred delegates from Bangladesh, France, India, Iran, Malaysia, Oman, South Korea, Sri Lanka, Thailand and USA attended the conference and presented their research papers. Plenary lectures were given by Prof. Sara E Kuehlhorn (South Korea), Prof. Channerong Indraprasert (Thailand), Prof. Khairi-Al-Zubaidi (Malaysia), Prof. Z.N. Patil (Hyderabad), Prof. R.P. Bhatnagar (Jaipur), Prof. Bidisha Madhuri (Symbiosis, Pune), Prof. O.P. Juneja (M.S. University, Baroda), Prof. Ajul Bhargava (Jaipur).

The papers received from foreign and Indian delegates were divided into five major themes namely -

Issues in English Language Teaching and Research;

Ethnicity, Culture and ELT;

ELT: Across the Borders;

Decolonising English Studies;

Perspectives in Language and Literature Research and Teaching / Learning contexts in Asian countries.

The papers highlighted issues relating teaching methodology, teaching practices involving technology, English language text books and their improvement, researchers in testing, indigenous languages and English experiences of language teaching and learning in various countries and also in different states of India, issues in teaching English as a foreign language and also as a second language.

The Valedictory address was delivered by Prof. O.P. Juneja, Professor Emeritus, M.S. University, Baroda. Prof. H. S. Mandalia, Organising Secretary of the conference presented the report.

## Seminar on Women Literacy



A two-day seminar on Creating a Demand for Women Literacy was jointly organised by State Resource Centre, Chennai and Directorate of Non-formal/Adult

Education, Govt. of Tamil Nadu on November 24-25, 2009 at Asha Nivas, Rutland Gate, Nungambakkam,

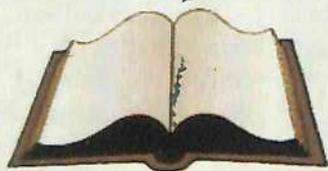
Chennai. The seminar was inaugurated by Smt. M. Lakshmi, Director, Directorate of Non-formal/Adult Education, Govt. of Tamil Nadu. Shri D. Jagannathan, Project Advisor, Tamil Nadu State Literacy Mission Authority presided over the function. While Dr. R. Rajan, Director, State Resource Centre, Chennai explained about the seminar objectives, Dr. V. Mohankumar, Director, Indian Adult Education Association, New Delhi delivered the keynote address. Dr. L.G. Stephen, Programme Coordinator, State Resource Centre, Chennai facilitated the seminar.

In all five resource papers were presented by experts on different topics. Five special interest groups also discussed on various topics of interest to women literacy.

## External Evaluation of PLP of Dantewada district of Chhattisgarh

External Evaluation of PLP of Dantewada district of Chhattisgarh was conducted from November 26, 2009 to December 1, 2009. The evaluation team was headed by Shri Prem Chand, Senior Consultant, IAEA. The data was collected from nine blocks of the district. Neo-literates, functionaries at different levels and community representatives were also interviewed during the conduction of the evaluation study. Discussions were also held with State Education Secretary, Shri Nand Kumar, IAS, former Collector, Dantewada and presently Managing Director, Rajiv Gandhi Shiksha Mission, Shri K.R. Pisda, District Magistrate and Chairman, ZSS, Dantewada, Ms. Reena Kangale, District Magistrate, Bijapur, Shri R. Prasana, Superintendent Police, Dantewada, Shri Amresh Mishra, District Education Officer, Dr. S.R. Sharma, Secretary, ZSS, Dr. Ratanbala Mohanty and Zilla Panchayat Vice President and Sabhapati Zilla Siksha Samiti, Shri Basant Tati.

## Documents



Carr-Hill, Roy. *International Literacy Statistics: A Review of Concepts, Methodology and Current Data*. Canada, UNESCO Institute for Statistics. 2008. 82p.

Many would argue that literacy is one of the most neglected Education for All (EFA) goals, both in policy and political terms. Several Asian countries have reported spectacular progress since the 1990s. Yet, globally, the numbers and distributions of illiterate adults have hardly changed over the past 50 years primarily because of population growth. Some 774 million adults - about one-fifth of the world's population - are unable to read and write. In sub-Saharan Africa, there are now more illiterate adults than there were in 1990.

This report traces the paradigm shifts in the understanding and measurement of literacy. It analyses the international situation based on conventional statistics, while explaining changes in UIS methodologies and measures. For researchers and practitioners in international development, it serves as a practical guide on the interpretation of current literacy data. It also highlights emerging statistical issues and methodologies, including the use of assessment data produced through initiatives such as the Literacy Assessment and Monitoring Programme (LAMP).

Chakrabarti, P. G. Dhar and Enarson, Elaine. *Women, Gender and Disaster: Global Issues and Initiatives*. Sage publications. 2009. 404p.

The book *Women, Gender and Disaster: Global Issues and Initiatives*

examines gender within the context of disaster risk management. It argues for gender mainstreaming as an effective strategy towards achieving disaster risk reduction and mitigating post-disaster gender disparity. Highlighting that gender inequalities pervade all aspects of life, it analyses the failure to implement inclusive and gender-sensitive approaches to relief and rehabilitation work. While examining positive strategies for change, the collection focuses on women's knowledge, capabilities, leadership and experience in community resource management.

Gupta, Indrani; Trivedi, Mayur and Kandamuthan, Subodh. *Adoption of Health Technologies in India : Implications for the AIDS Vaccine*. Sage, 2007, 236 p.

The effectiveness of a new health technology is judged by both its accessibility and also the extent to which it has been adopted in a particular country. With the possibility of an AIDS vaccine in the near future, the International AIDS Vaccine Initiative (IAVI) has emphasised the need for countries to prepare well in advance for its smooth access and adoption. Reiterating IAVI's appeal, this book ably captures the course India needs to take for the successful adoption and implementation of the AIDS vaccine in India.

The first of its kind, this book examines the adoption of four health technologies in India-Hepatitis B, No Scalpel Vasectomy, Voluntary Counselling and Testing and Antiretroviral Treatment. Using a set of parameters, the authors not only bring to light the various dimensions, strengths and weaknesses of adoption of health technologies in India, but also how and where more attention needs to be paid with regard to the adoption of the AIDS vaccine.

Eleanor, Drago-severson. *Leading Adult Learning: Supporting Adult*

*Development In Our Schools*. Corwin Press. 2009. 368 p.

Educators at every level go through different stages of development over the course of their lives and need different kinds of supports and challenges to grow. The book *Leading Adult Learning* introduces a model of adult development that helps school and district leaders consciously cultivate teacher, head teacher, and education officer capacities in the educational workplace.

Oxenham, John. *Effective Literacy Programmes: Options for policy makers*. Paris, International Institute for Educational Planning. 2008. 140p.

The fourth goal set by the Dakar Forum on Education for All (EFA) 2000 aimed to 'achieve a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults'. However, the EFA Global Monitoring Report for 2006 estimated that 50 countries were at risk or serious risk of not achieving this goal.

Despite a century of experience in running adult literacy programmes, the empirical comparative evidence on what makes for the most effective strategies, teaching methods and learning materials remains surprisingly scarce. This paper therefore uses what hard evidence there is to discuss the options that education and curriculum planners can consider, whether they are governmental or non-governmental. Starting from the operational meaning of 'literacy' and the implications of human right to literacy, this publication looks at what can realistically be expected from a literacy project and explores the different options available to education policy-makers at national development, planners ensure that their own countries can achieve this literacy goal.

SC Dua and Neha Gupta

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