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INDIAN ADULT EDUCATION ASSOCIATION

## SAAKSHAR BHARAT - NATIONAL WORKSHOP ON RESULTS FRAMEWORK



of School Education, Govt. of Tamil Nadu which was followed by a presentation by Shri Jagmohan Singh Raju, Joint Secretary (AE) & DG, NLMA about the overview of the workshop. In his presentation, Shri Raju highlighted success indicators including objectives, fund flow, organisational network, capacity building, environment building and mobilisation, teaching-learning process and monitoring under Saakshar Bharat. This was followed by the question and answer session.

The second session was on Capacity Building in which two presentations were made on training and orientation. The first one was made by Dr. Vijayakumar, Senior Faculty, NIRD, Hyderabad on orientation of PRI functionaries and the role of NIRD and SIRDs. The second one was made by Shri A.M. Rajashekhar, Joint Director, Directorate of Adult Education, GOI on Training of Volunteer Teachers.

The third session was on Fund Flow Mechanism in which Shri M.P. Gupta, IIPA, New Delhi made a detailed presentation. This was followed by Shri R.K.Bansal, Chief Manager, Punjab National Bank, New

National Literacy Mission Authority, Ministry of Human Resource Development, Govt. of India in collaboration with the State Literacy Mission Authority, Department of School Education, Govt. of Tamil Nadu organised a two-day National Workshop on Results Framework for Saakshar Bharat on January 7-8, 2010 Chennai. The venue of the workshop was Conference Hall, Tamil Nadu Text Book Corporation. The participants were Principal Secretaries/Secretaries in charge of Adult Education, Commissioners/Directors of Adult/Mass Education and Directors of State Resource Centres.

The objective of the workshop was to sensitise the state implementing agencies about the priority of the programme, to apprise them of the current status of implementation, to familiarise and rapport building and to develop a mutually agreed delivery mechanism. The workshop started with the welcome address by Shri M. Kutralingam, Principal Secretary, Department



Delhi, Shri Mangesh Ramesh Mahale, Chief Manager,

Union Bank of India, Mumbai and Shri A.K.Acharya, Assistant General Manager, Union Bank of India, Mumbai regarding Online Accounting and Fund Flow System.

The first session on the second day was on Mobilisation and Survey in which Dr. L. Mishra, the first DG, NLM shared his valuable experiences during initial phase of TLC. This followed by another session on Monitoring. Ms. Pradeepa Singh, NIC, New Delhi

made a presentation on Web-based Monitoring.

Smt. Anshu Vaish, Secretary, Department School Education and Literacy, Govt. of India addressed the participants in which she highlighted salient features of Saakshar Bharat programme.

At the end, Shri S.P.S. Sangwan, Director, NLM proposed the vote of thanks.

## CONFINTEA VI

Belem, Brazil, December 1-4, 2009

# Belém Framework for Action

## Harnessing the power and potential of adult learning and education for a viable future

### Preamble

1. We, the 156 Member States of UNESCO, representatives of civil society organizations, social partners, United Nations agencies, intergovernmental agencies and the private sector, have gathered in Belém do Pará in Brazil in December 2009 as participants in the Sixth International Conference on Adult Education (CONFINTEA VI) to take stock of the progress made in adult learning and education since CONFINTEA V. Adult education is recognised as an essential element of the right to education, and we need to chart a new and urgent course of action to enable all young people and adults to exercise this right.

2. We reiterate the fundamental role of adult learning and education as laid down during the five International Conferences on Adult Education (CONFINTEA IV) since 1949 and unanimously undertake to take forward, with a sense of urgency and at an accelerated pace, the agenda of adult learning and education.

3. We endorse the definition of adult education, first laid down in the Nairobi Recommendation on the Development of Adult Education of 1976 and further developed in the Hamburg Declaration of 1997, namely, adult education denotes 'the entire body of ongoing learning processes, formal or otherwise, whereby

people regarded as adults by the society to which they belong develop their abilities, enrich their knowledge, and improve their technical or professional qualifications or turn them in a new direction to meet their own needs and those of their society'.

4. We affirm that literacy is the most significant foundation upon which to build comprehensive, inclusive and integrated lifelong and life-wide learning for all young people and adults. Given the magnitude of the global literacy challenge, we deem it vital that we redouble our efforts to ensure that existing adult literacy goals and priorities, as enshrined in Education for All (EFA), the United Nations Literacy Decade (UNLD) and the Literacy Initiative for Empowerment (LIFE), are achieved by all means possible.

5. The education of young people and adults enables individuals, especially women, to cope with multiple social, economic and political crises, and climate change. Therefore, we recognise the key role of adult learning and education in the achievement of the Millennium Development Goals (MDGs), Education for All (EFA) and the UN agenda for sustainable human, social, economic, cultural and environmental development, including gender equality (CEDAW and the Beijing Platform for Action)

6. We therefore adopt this **Belém Framework for Action** to guide us harnessing the power and potential of adult learning and education for a viable future for all.

### Towards Lifelong Learning

7. The role of lifelong learning is critical in addressing global educational issues and challenges. Lifelong learning "from cradle to grave" is a philosophy, a conceptual framework and an organising principle for all forms of education, based on inclusive, emancipatory, humanistic and democratic values; it is all-encompassing and integral to the vision of a knowledge-based society. We reaffirm the four pillars of learning as recommended by the International Commission on Education for the Twenty-first Century, namely: learning to know, learning to do, learning to be and learning to live together.

8. We recognise that adult learning and education represent a significant component of the lifelong learning process, which embraces a learning continuum ranging from formal to non-formal to informal learning. Adult learning and education cater to the learning needs of young people, adults and older people. Adult learning and education cover a broad range of content - general issues, vocational matters

family literacy and family education, citizenship and many other areas besides with priorities depending on the specific needs of individual countries.

We are convinced and inspired by the vital role of lifelong learning in addressing global and educational issues and challenges. It is furthermore our conviction that adult learning and education equip people with the necessary knowledge, capabilities, skills, competences and values to exercise and advance their rights and take control of their destinies. Adult learning and education are also an imperative for the achievement of equity and inclusion, for alleviating poverty and for building equitable, tolerant, sustainable and knowledge-based societies.

## RECOMMENDATIONS

10. While we acknowledge our achievements and progress since CONFINTEA V, we are cognisant of the challenges with which we are still confronted. Recognising that the fulfilment of the right to education for adults and young people is conditioned by considerations of policy, governance, financing, participation, inclusion, equity and quality as outlined in the annexed **Statement of Evidence**, we are determined to pursue the following recommendations. The particular challenges faced by literacy lead us to place recommendations on adult literacy to the fore.

### Adult Literacy

1. Literacy is an indispensable foundation that enables young people and adults to engage in learning opportunities at all stages of the learning continuum. The right to literacy is an inherent part of the right to education. It is a prerequisite for the development of personal, social, economic and political empowerment. Literacy is an essential means of building people's capabilities to cope with the evolving challenges and complexities of life, culture, economy and society.

Given the persistence and scale of the literacy challenge, and the concomitant waste of human resources and potential,

it is imperative that we redouble efforts to reduce illiteracy by 50 per cent from 2000 levels by 2015 (EFA Goal 4 and other international commitments), with the ultimate goal of preventing and breaking the cycle of low literacy and creating a fully literate world.

To these ends, we commit ourselves to:

(a) ensuring that all surveys and data collection recognise literacy as a continuum;

(b) developing a road map with clear goals and deadlines to meet this challenge based on the critical assessments of progress made, obstacles encountered and weaknesses identified;

(c) mobilising and increasing internal and external resources and expertise to carry out literacy programmes with greater scale, range, coverage and quality to foster integral and medium-term processes, to ensure that individuals achieve sustainable literacy;

(d) developing literacy provision that is relevant and adapted to learners' needs and leads to functional and sustainable knowledge, skills and competence of participants empowering them to continue as lifelong learners whose achievement is recognised through appropriate assessment methods and instruments;

(e) focusing literacy actions on women and highly disadvantaged populations including indigenous peoples and prisoners, with an overall focus on rural populations;

(f) establishing international indicators and targets for literacy;

(g) systematically reviewing and reporting progress, amongst others on investment and the adequacy of resources in literacy in each country and at the global level by including a special section in the EFA Global Monitoring Report;

(h) planning and implementing continuing education, training and skills development beyond the basic literacy skills supported by an enriched literate environment

### Policy

12. Policies and legislative measures for adult education need to be

comprehensive, inclusive and integrated within a lifelong and life-wide learning perspective, based on sector-wide and inter-sectoral approaches, covering and linking all components of learning and education.

To these ends, we commit ourselves to:

(a) developing and implementing fully-costed policies, well-targeted plans and legislation for addressing adult literacy, education for young people and adults, and lifelong learning;

(b) designing specific and concrete action plans for adult learning and education which are integrated into MDG, EFA and UNLD, as well as other national and regional development plans, and with LIFE activities where those exist;

(c) ensuring that adult learning and education are included in the "ONE United Nations" initiative;

(d) establishing appropriate coordination mechanisms, such as monitoring committees involving all stakeholders active in adult learning and education;

(e) developing or improving structures and mechanisms for the recognition, validation and accreditation of all forms of learning by establishing equivalency frameworks.

## Shri K.C. Choudhary is the President of Reading Association of India

Shri K.C. Choudhary, President, Indian Adult Education Association has been elected as the President of Reading Association of India, a national affiliate of International Reading Association, Newark, USA. Prof. S.Y. Shah has been elected as the Vice President and Dr. Madan Singh as the Secretary.

## Governance

13. Good governance facilitates the implementation of adult learning and education policy in ways which are effective, transparent, accountable and equitable. Representation by and participation of all stakeholders are indispensable in order to guarantee responsiveness to the needs of all learners, in particular the most disadvantaged.

To these ends, we commit ourselves to:

(a) creating and maintaining mechanisms for the involvement of public authorities at all administrative levels, civil society organisations, social partners, the private sector, community and adult learners' and educators' organisations in the development, implementation and evaluation of adult learning and education policies and programmes;

(b) undertaking capacity-building measures to support the constructive and informed involvement of civil society organisations, community and adult learners' organisations, as appropriate, in policy and programme development, implementation and evaluation;

(c) promoting and supporting inter-sectoral and inter-ministerial cooperation;

(d) fostering transnational cooperation through projects and networks for sharing know-how and innovative practice.

## Financing

14. Adult learning and education represent a valuable investment which brings social benefits by creating more democratic, peaceful, inclusive, productive, healthy and sustainable societies. Significant financial investment is essential to ensure the quality provision of adult learning and education.

To these ends, we commit ourselves to:

(a) accelerating progress towards achieving the CONFINTEA V recommendation to seek investment of at least 6% of GNP in education, and working towards increased investment in adult learning and education;

(b) expanding existing educational resources and budgets across all government departments to meet the objectives of an integrated adult learning and education strategy;

(c) considering new, and opening up existing, transnational funding programmes for literacy and adult education, along the lines of the actions taken under the EU Lifelong Learning Programme;

(d) creating incentives to promote new sources of funding, e.g. from the private sector, NGOs, communities and individuals, without prejudicing the principles of equity and inclusion;

(e) prioritising investment in lifelong learning for women, rural populations and people with disabilities.

In support of these strategies, we call upon international development partners to:

(a) meet their commitment to filling the financial gaps that prevent the achievement of all EFA Goals, in particular Goals 3 and 4 (youth and adult learning, adult literacy);

(b) increase funds and technical support for adult literacy, learning and education, and explore the feasibility of using alternative financing mechanisms, such as debt swap or cancellation;

(c) require education sector plans submitted to the Fast Track Initiative (FTI) to include credible action on, and investment in, adult literacy.

## Participation, inclusion and equity

15. Inclusive education is fundamental to the achievement of human, social and economic development. Equipping all individuals to develop their potential contributes significantly to encouraging them to live together in harmony and with dignity. There can be no exclusion arising from age, gender, ethnicity, migrant status, language, religion, disability, rurality, sexual identity or orientation, poverty, displacement or imprisonment. Combating the cumulative effects of multiple disadvantage is of particular importance. Measures should be taken to enhance motivation and access for all.

To these ends, we commit ourselves to:

(a) promoting and facilitating more equitable access to, and participation in, adult learning and education by enhancing a culture of learning and by eliminating barriers to participation;

(b) promoting and supporting more equitable access to, and participation in,

adult learning and education through well designed and targeted guidance and information, as well as activities and programmes such as Adult Learning Weeks and learning festivals;

(c) anticipating and responding to identifiable groups entering trajectories of multiple disadvantage, in particular early adulthood;

(d) creating multi-purpose community learning spaces and centres, improving access to, and participation in, the full range of adult learning and education programmes for women, taking account of the particular demands of the gender-specific life-course;

(e) supporting the development of writing and literacy in the various indigenous languages by developing relevant programmes, methods and materials that recognise and value the indigenous cultures, knowledge and methodology while adequately developing the teaching of the second language of wide communication;

(f) supporting financially a systematic focus on disadvantaged groups (for example indigenous peoples, migrant people with special needs and those living in rural areas) in all educational policies and approaches, which may include programmes that are provided free of charge or subsidised by our governments with incentives for learning such as bursaries, fee remission and paid student leave;

(g) providing adult education in prisons at all appropriate levels;

(h) adopting a holistic, integrated approach, including a mechanism to identify stakeholders and the responsibilities of the state in partnership with civil society organisations, labour market stakeholders, learners and educators;

(i) developing effective educational responses for migrants and refugees as a key focus for development work.

## Quality

16. Quality in learning and education is a holistic, multidimensional concept and practice that demands constant attention and continuous development. Fostering a culture of quality in adult learning requires relevant content and modes of delivery, learner-centred needs assessment, the

acquisition of multiple competences and knowledge, the professionalisation of educators, the enrichment of learning environments and the empowerment of individuals and communities.

To these ends, we commit ourselves to:  
(a) developing quality criteria for curricula, learning materials and teaching methodologies in adult education programmes, taking account of outcomes and impact measures;

(b) recognising the diversity and plurality of providers;

(c) improving training, capacity-building, employment conditions and the professionalisation of adult educators, e.g. through the establishment of partnerships with higher education institutions, teacher associations and civil society organisations;

(d) elaborating criteria to assess the learning outcomes of adults at various levels;

(e) putting in place precise quality indicators;

(f) lending greater support to systematic interdisciplinary research in adult learning and education, complemented by knowledge management systems for the collection, analysis and dissemination of data and good practice.

### Monitoring the implementation of the Belém Framework for Action

7. Drawing strength from our collective will to reinvigorate adult learning and education in our countries and internationally, we commit ourselves to the following accountability and monitoring measures. We acknowledge the need for valid and reliable quantitative and qualitative data to inform our policy-making in adult learning and education. Working with our partners to design and implement regular recording and tracking mechanisms at national and international levels is paramount in realising the Belém Framework for Action.

To these ends, we commit ourselves to:

(a) investing in a process to develop a set of comparable data indicators for literacy as a continuum and for adult education;

(b) regularly collecting and analysing data and information on participation and progression in adult education programmes, disaggregated by gender

and other factors, to evaluate change over time and to share good practice;

(c) establishing a regular monitoring mechanism to assess the implementation of the commitments to CONFINTEA VI;

(d) recommending the preparation of a triennial progress report to be submitted to UNESCO;

(e) initiating regional monitoring mechanisms with clear benchmarks and indicators;

(f) producing a national progress report for a CONFINTEA VI Mid-Term Review, coinciding with the EFA and MDG timeline of 2015;

(g) supporting South-South cooperation for the follow-up of MDG and EFA in the areas of adult literacy, adult education and lifelong learning;

(h) monitoring collaboration in adult education across disciplines and across sectors such as agriculture, health and employment.

To support the follow-up and monitoring at the international level, we call upon UNESCO and its structures:

(a) to provide support to Member States by designing and developing an open-access knowledge management system to compile data and case studies of good practice, to which Member States themselves will contribute;

(b) to develop guidelines on all learning outcomes, including those acquired through non-formal and informal learning, so that these may be recognised and validated;

(c) to coordinate, through the UNESCO Institute for Lifelong Learning in partnership with the UNESCO Institute for Statistics, a monitoring process at the global level to take stock and report periodically on progress in adult learning and education;

(d) to produce, on this basis, the Global Report on Adult Learning and Education (GRALE) at regular intervals;

(e) to review and update, by 2012, the Nairobi Recommendation on the Development of Adult Education (1976).

### ANNEX

#### Statement of Evidence

#### Addressing global and educational issues and challenges

1. Adult learning and education play a critical role in responding to contemporary cultural, economic, political and social challenges. Our globalised world has paved the way for many opportunities, among them the possibility of learning from rich and diverse cultures that transcend geographical boundaries. However, widening inequalities have become dominant features of our era. Much of the world's population lives in poverty, with 43.5% subsisting on less than US \$2 a day. The majority of the world's poor lives in rural areas. Demographic imbalances, with burgeoning young populations in the South and ageing populations in the North, are exacerbated by large-scale migration from poor to rich areas - within and between countries - and influxes of significant numbers of displaced people. We are confronted with unequal access to food, water and energy, and ecological degradation threatens our very existence in the long term. Alongside material privation is the all-too-frequently observed poverty of capabilities that prevents effective functioning in society. An unacceptably high number of today's children face the prospect of youth unemployment, while a growing number of socially, economically and politically "detached" young people feel that they have no stake in society.

2. We face structural shifts in production and labour markets, growing insecurities and anxieties in everyday life, difficulties in achieving mutual understanding, and now a deepening world economic and financial crisis. At the same time, globalisation and the knowledge economy force us to update and adapt our skills and competences to new work environments, forms of social organisation and channels of communication. These issues, and our urgent collective and individual learning demands, question our tenets and assumptions in this area and some aspects of the foundations of our established educational systems and philosophies.

3. In many countries, adult literacy remains a major challenge: 774 million adults (two-thirds of whom are women) lack basic literacy skills, and there is insufficient provision of effective literacy

and life-skills programmes. In Europe, almost a third of the workforce has only the equivalent of lower secondary education, whereas two-thirds of new jobs require qualifications at upper secondary level or above. In many countries of the South, the majority of the population does not even attain primary school level. In 2006, some 75 million children (the majority of whom were girls) had either left school early or had never attended school. Nearly half of these children were from sub-Saharan Africa and more than 80% were rural children. The lack of social relevance of educational curricula, the inadequate numbers and, in some cases, the insufficient training of educators, the paucity of innovative materials and methods, and barriers of all kinds undermine the ability of existing educational systems to provide quality learning that can address the disparities in our societies.

4. There have been concerted international efforts to address these challenges. Progress has been made towards achieving the six Education for All (EFA) goals (2000) through government-led cooperation with United Nations agencies, civil society organisations, private providers and donors. Increasing resources for Universal Primary Education were made available through the EFA Fast Track Initiative. The United Nations Literacy Decade (UNLD) (2003-2012) provides support to achieve EFA's literacy goal through worldwide advocacy and awareness-raising. The Literacy Initiative for Empowerment (LIFE) furnishes a global framework within UNLD to support countries with the greatest literacy needs. Two of the Millennium Development Goals (2000) explicitly address education: achieving universal primary education and gender parity. However, in none of these efforts has there been a designated role for adult learning and education beyond basic literacy and life skills. Encouragingly, the Decade of Education for Sustainable Development (2005-2014) sets out a broad mandate in which adult learning and education can play a highly visible role.

5. Adult learning and education are a critical and necessary response to the challenges that confront us. They are a key component of a holistic and

comprehensive system of lifelong learning and education which integrates formal, non-formal and informal learning and which addresses, explicitly or implicitly, both youth and adult learners. Ultimately, adult learning and education are about providing learning contexts and processes that are attractive and responsive to the needs of adults as active citizens. They are about developing self-reliant, autonomous individuals, building and rebuilding their lives in complex and rapidly-changing cultures, societies and economies - at work, in the family and in community and social life. The need to move to different kinds of work in the course of a lifetime, the adaptation to new contexts in situations of displacement or migration, the importance of entrepreneurial initiatives and the capacity to sustain improvements in quality of life - these and other socio-economic circumstances all call for continued learning throughout adult life. Adult learning and education not only offer specific competences, but are also a key factor in boosting self-confidence, self-esteem, a settled sense of identity and mutual support.

6. It is estimated today that for every single year that the average level of education of the adult population is raised, there is a corresponding increase of 3.7% in long-term economic growth and a 6% increase in per capita income. Nevertheless, adult learning and education are much more than an item of social spending or financial expenditure. They are an investment in hope for the future.

#### **Progress in adult learning and education since CONFINTEA V**

7. National reports submitted by 154 Member States in readiness for CONFINTEA VI and discussion on effective practice during the regional preparatory conferences have shown some progress and innovation in adult learning and education within a perspective of lifelong learning. Apart from the example of the European Union's ongoing Lifelong Learning Strategy, introduced in the year 2000, and related national policies in Member States, a few Member States in the South have introduced comprehensive adult learning and education policies and legislation, and some have even enshrined adult learning and education in

their constitutions. Systematic approaches to adult learning and education, guided by policy frameworks are being developed, and there have been instances of landmark policy reforms.

8. Literacy plans, programmes and campaigns have been reactivated and accelerated in some Member States. The period 2000-2006 saw an increase in global adult literacy rates from 76% to 84%. Progress was especially marked in the developing countries. Some governments have actively sought to work with civil society to provide non-formal learning opportunities in approaches such as *faire-faire*, with a wide range of content, objectives and target groups. The provision of non-formal education has diversified, covering topics such as human rights, citizenship, democracy, women's empowerment, HIV prevention, health, environmental protection and sustainable development. Advocacy events such as Adult Learners' Weeks and learning festivals, as well as comprehensive movements such as Learning Cities and Learning Regions, are contributing substantially to adult learning and education.

9. There have been some convincing signs and increased recognition among Member States of the benefits of gender-sensitive provision in adult learning and education, particularly with respect to women. Information and communications technologies and open and distance learning are being embraced and are slowly responding to the specific needs of learners who, until very recently, have been excluded. Mother-tongue learning is increasingly being addressed in national policies in multilingual and multicultural contexts, although only a few have implemented comprehensive policies.

10. Systems of information, documentation, monitoring and evaluation for adult learning and education programmes have been introduced. Effective instruments and systems of recognition, validation and accreditation of learning are gradually being put in place, including quality assurance bodies and procedures. Creating synergies between formal, non-formal and informal learning and education has proven to yield better

results for both individual learners and education systems as existing resources and competencies are more effectively used.

11. Adult learning flourishes when states implement decisive initiatives in alliance with key civil society institutions, the corporate sector and workers' associations. Public-private partnerships are gaining currency, and South-South and triangular cooperation are yielding tangible results in forging a new form of adult learning for sustainable development, peace and democracy. Regional and supranational bodies and agencies play crucial and transformative roles, influencing and complementing states.

### Challenges for adult learning and education

12. Despite this progress, the national reports and the Global Report on Adult Learning and Education (GRALE) produced for CONFITEA VI show new social and educational challenges that have emerged alongside existing problems, some of which have worsened in the interim, nationally, regionally and globally. Crucially, the expectation that we would rebuild and reinforce adult learning and education in the wake of CONFITEA V has not been met.

13. The role and place of adult learning and education in lifelong learning continue to be underplayed. At the same time, policy domains outside of education have failed to recognise and integrate the distinctive contributions that adult learning and education can offer for broader economic, social and human development. The field of adult learning and education remains fragmented. Advocacy efforts are dissipated across a number of fronts, and political credibility is diluted precisely because the very disparate nature of adult learning and education prevents their close identification with any one social policy arena. The frequent absence of adult education from the agendas of government agencies is matched by scant inter-ministerial cooperation, weak organisational structures and poor links between education (formal and non-

formal) and other sectors. With regard to the recognition and accreditation of learning, both in-country mechanisms and international efforts place undue emphasis on formally accredited skills and competences, seldom including non-formal, informal and experiential learning. The gap between policy and implementation widens when policy development is undertaken in isolation, without external participation or input (from the field and institutes of higher education) and other organisations of youth and adult educators.

14. Not enough far-sighted and adequate financial planning has been established to enable adult learning and education to make telling contributions to our future. Furthermore, the current and growing trend of decentralisation in decision-making is not always matched by adequate financial allocations at all levels, or by an appropriate delegation of budgetary authority. Adult learning and education have not figured strongly in the aid strategies of international donors and have not been subject to ongoing efforts in donor coordination and harmonisation. Debt relief has not, so far, markedly benefited adult learning and education.

15. Although we are witnessing an increasing variety of adult learning and education programmes, the primary focus of such provision is now on vocational and professional education and training. More integrated approaches to adult learning and education to address development in all its aspects (economic, sustainable, community and personal) are missing. Gender mainstreaming initiatives have not always led to more relevant programmes for greater participation by women. Similarly, adult learning and education programmes are rarely responsive to indigenous people, rural populations and migrants. The diversity of learners, in terms of age, gender, cultural background, economic status, unique needs - including disabilities - and language, is not reflected in programme content

and practices. Few countries have consistent multilingual policies promoting mother tongues, yet this is often crucial for creating a literate environment, especially for indigenous and/or minority languages.

16. At best referred to only in the broadest terms, adult learning and education feature sparingly in many international education agendas and recommendations, and are often viewed as a synonym for basic literacy acquisition. Yet literacy is indisputably of immense consequence, and the persistently vast scale of the literacy challenge presents an indictment of the inadequate adoption of the measures and initiatives launched in recent years. Consistently high illiteracy rates question whether enough has been done politically and financially by governments and international agencies.

17. The lack of professionalisation and training opportunities for educators has had a detrimental impact on the quality of adult learning and education provision, as has the impoverished fabric of the learning environment, in terms of equipment, materials and curricula. Only rarely are needs assessment and research conducted on a systematic basis in the planning process to determine appropriate content, pedagogy, mode of delivery and supporting infrastructure. Nor are monitoring, evaluation and feedback mechanisms a consistent feature of the quality landscape in adult learning and education. Where they do exist, their levels of sophistication are subject to the tension of balancing quality against quantity of provision.

18. This **Statement of Evidence** provides the underpinning rationale for the recommendations and strategies as outlined above in the **Belém Framework for Action**.

# E-9 Seminar on Literacy and Adult Learning in Rural Areas October 26-29, 2009 at Beijing, China

## Context

1. 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 - reaffirmed the 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% of the world's population. Since its launch in 1993, UNESCO has coordinated the Initiative Seven E-9 Ministerial Review Meetings have taken place so far. The 8th Meeting will take place in March 2010 in Nigeria.

2. Despite noticeable achievements in education, literacy remains a challenge in the E-9 countries and there are concerns about the prospects of achieving literacy for all by 2015. Sustainable socio-economic development amid the global financial crisis has also created demands for quality adult learning opportunities. In E-9 countries are living two-thirds of the world illiterates (age 15+, as of 2000-2006), which amount to 511.5 million adults without reading and writing skills. Major disparities in literacy levels within these countries are linked to gender, poverty, place of residence, ethnicity, language, disability and other markers for disadvantage. It will be impossible to achieve EFA goals globally and move towards the more desirable goal of lifelong learning for all if E-9 countries are not making a noticeable difference, in particular with regard to quality literacy as a right and foundation of lifelong learning (Goal 4).

3. On account of their still persisting large population of illiterate or low literate adults, all E-9 countries were invited by UNESCO to join the Literacy Initiative for Empowerment (LIFE), which was launched by UNESCO in 2005 as a ten-year (2006-2015) global strategic framework and key operational mechanism for the implementation of the United Nations Literacy Decade (UNLD, 2003-2012). LIFE specifically aims to contribute to the empowerment of women, out-of-school children, their families and communities, especially in rural areas. The LIFE framework is facilitating the building of partnerships, through South-South cooperation in particular. In this regard, E-9 countries are expected to play the role of the locomotive of this Initiative.

4. Since literacy rates are almost always lower and adult learning opportunities less available in rural areas than in cities,

an inter-agency EFA flagship initiative on Education for Rural People was launched in 2002 by UNESCO and the Food and Agriculture Organization of the United Nations (FAO).

## Objectives of the Seminar

5. The main objectives of the seminar were:

- To review overall progress made in literacy and adult education within the framework of LIFE, the UNLD and EFA.
- To share experiences, lessons learned and successful approaches to literacy and adult learning in rural areas.
- To discuss effective approaches to strengthening national commitment and resource mobilization, to reaching and integrating disadvantaged groups, to improving the quality of literacy and life skills programmes, to building literate Environments in rural areas, and assessing learning achievements and impacts and Monitoring progress, while considering the linking of literacy and life skills with development goals, gender mainstreaming and addressing other cross-cutting issues (poverty, migration, HIV prevention, climate change, etc.).
- To analyze, on the basis of the Chinese experience and key challenges identified, alternative approaches to literacy and adult learning integrated with poverty reduction and community-based sustainable development.
- To discuss future strategies for achieving EFA goals, in particular with regard to literacy, adult learning and skills development in rural areas, in context of rapid change.
- To agree upon further mechanism for cooperation in the efforts towards achieving sustainable literacy for all within a lifelong learning perspective.

## Participants

6. Senior Government officials of E-9 Countries (Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico,

Nigeria, and Pakistan), representatives from UNESCO, headquarter, regional UNESCO offices located at Abuja ( Nigeria) Bangkok ,Beijing, Beirut ,Cairo, Dhaka, Islamabad, Jakarta ,New Delhi ; UNESCO Institute for Statistics (UIS), Montreal, Asia Development Bank, China, Food and Agriculture Organization, Thailand ,UNICEF ,USA, World Bank, China ,attended the seminar .

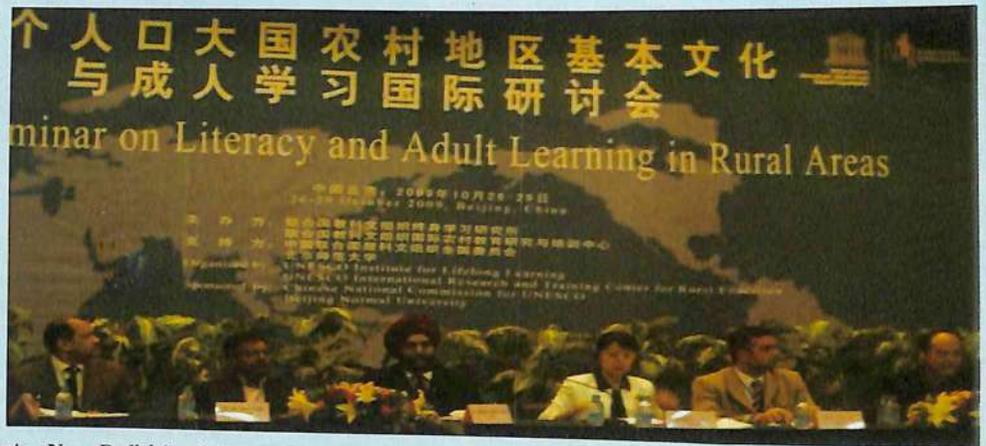
Representatives from NGOs -Asia South specific Association for Basic And Adult Education (ASPBE ), Dhaka (Bangladesh), Mumbai (India) and Philippines, Pakistan Livelihood Programme of International Cooperation Peshawar, (Pakistan), and Nirantar New Delhi (India) were also attended the Seminar in different capacities. Heavy delegation from federal and provincial Government officials from china also attended the seminar as observers.

Senior representatives from UNESCO INRULED Beijing China ,UNESCO Institute for Lifelong Learning ,Hamburg Germany, UNESCO Beijing Office, UNESCO Bangkok Office, China Netcom for UNESCO, China Ministry of Education (Department of Basic Education, Department of Vocational and Adult Education, etc.),- Beijing Normal University were among the organizers of the seminar

7. Government of India was represented by Shri. Jagmohan Singh Raju, Joint Secretary (Adult Education) & DG, NLM and Dr. Nasim Ahmed, Assistant Educational Adviser.

### Field Visits

8. Field visits to the rural area were organized on October 28,



2009 to have first hand experience regarding Chinese initiatives in the field of Adult Education and Skill development. It provided opportunities to all the participants to exchange of knowledge, innovative practices, lessons learned and expertise in promoting literacy, adult learning and continuing education in the perspective of lifelong learning.

9. All the participants were first visited Yanqing Vocational and Technical Centre, near Beijing. The participants then split into two groups. One group visited Rural Vocational School located at Huangbaisi and another group visited Rural Vocational School located at Qianheilongmiao Villages near Beijing, China.

10. Yanging Vocational & Technical Centre, Yanging , Beijing provides wide range of locally needed vocational and technical education to the local residents. Opportunities for Graded courses for vocational and Technical trade are provided in the centre to cater to the needs of local villagers. Excellent physical infrastructure with all modern facilities is available in the Centre. Recuring expenses on salary of teachers, other staff and management expenditure were borne by the local authorities.

11. Rural Vocational Schools - Huangbaisi and Qianheilongmiao Villages near Beijing have also set up by local authorities. All infrastructure & recuring expenditure on salary and office expenses were provided by local authorities. These schools are served as hub of all the development activities of different social development departments such as Adult Education and skill development, Agriculture, Animal husbandry, Family welfare, Red Cross, Child & women Development, Labour and Empowerment Departments etc. Local specific and context specific graded courses were provided to cater to the needs of the local residents. Adequate emphasis was given to theory & Practical part of the vocational skills.

### Summary of the deliberations

12. The seminar was formally inaugurated by Mr.chen Xiaoya, Vice Minister of Education,China. The inaugural session was also addressed by Ms.Zhu Xiaoman, Director of INRULED, Mr.Adama Ouane, Director of UIL, Prof Zhong Binglin, President of Beijing and Mr.Min Bahadur Bista , officer in Charge of UNESCO Beijing office. The session was moderated by Mr.Du Yue, Deputy General Secretary of the NatCom of China. The inaugural session highlighted the objectives and possible outcomes out the

seminar.

13. The important issues discussed during the deliberations were as under:

- *The literacy imperative towards reaching EFA within the E-9* - Representative of UNICEF highlighted the status of E-9 countries towards reaching EFA goals by the prescribed time frame. The deliberations provided the occasion for participants to get the first insights of the challenges and opportunities that exist in the E-9 countries. It was noted for example that although the E-9 group has made important progress on some EFA goals, the issues of improving the learning opportunities for youth and adults in literacy and improving its quality still remains an uphill task. It is also interesting to note that while progress on literacy has been recorded in some E-9 countries, the challenge of scaling up good practices still has to be resolved.
- *Progress and challenges with implementation of LIFE* - Presentation by UIL representative explained the progress and challenges being faced by member countries of LIFE. The presentation was focused on the UNESCO Literacy Initiative for Empowerment (LIFE), which is a global strategic framework for collaborative action to enhance literacy efforts in those countries that have a literacy rate of less than 50% or an adult population without literacy skills of more than 10 million. It was launched by the Director-General during the 33rd session of the General Conference in October 2005. LIFE aims to help achieve the Dakar Goals - in particular Goals 3, 4 and 5 - and the goals of the United Nations Literacy Decade (UNLD). LIFE also supports the achievement of the Millennium Development Goals (MDGs) on poverty reduction and women's empowerment.
- *Progress with implementation of LIFE (Round Table 1& 2): Bangladesh, Brazil, China, India, Indonesia, Mexico, Nigeria, and Pakistan* - Representatives of respective countries explained the progress made in the framework of LIFE. Indian delegates highlighted the political commitment, financial and human resource support provided for achieving the national goal of 80% literacy by 2012, strategies proposed to be adopted for Saakshar Bharat in terms of strategies developed for maintaining quality of education. It was strongly clarified that the efforts being taken by Government of India are more than what the LIFE framework outlined.
- *Effective approaches to strengthening national commitment and mobilizing resources for adult literacy and learning amid the global financial crisis.* (Thematic discussions based on examples from India and Brazil.)
- *Effective approaches to reaching women and disadvantaged groups.* (Thematic discussions based on examples from Pakistan, China (Hubei Province) and Nigeria.)
- *Effective approaches to improving quality of literacy and life skills programmes.* (Thematic discussions based on examples from Egypt and Indonesia).
- *Effective approaches to adult learning in rural areas in China* - Detailed presentations were made about the effective approaches adopted to adult learning in three provinces of China, namely, Anhui Province, Beijing Municipality, Zhejiang Province. It was learnt that the focus on adult learning in China includes all types of educational and vocational requirements of the local adults to be made available to all potential adult learners in non-formal education system.
- *Effective strategies to create literate environments in rural areas* - The discussions were based on the strategies adopted in Bangladesh and Mexico to create literate environment. The strategies adopted in other countries were also shared by the participants during interaction and question-answer session.
- *Assessment and monitoring of literacy* - Presentation on the topic was made by Representative from UNESCO Institute for Statistics focusing on Literacy Assessment and Monitoring Programme Assessment (LAMP). Representatives of E-9 Countries also share the strategies adopted by individual Country for assessment and monitoring of literacy. The Indian strategy for Web Based monitoring was very well appreciated by the participants.
- *Planning the way forward* - Group work on the following themes:
  - Networking, exploration of possibilities for South-South cooperation (mapping offers and demands for support)
  - E-9 LIFE support and monitoring mechanism (peer review & learning)
  - E-9 at CONINTEA VI and towards the 8th E-9 Ministerial Review Meeting in Nigeria 2010
  - In addition to above referred thematic presentation followed by discussion, presentations were also made on the following issues.
  - Progress with implementation of LIFE in Egypt (Presentation)
  - New challenges to adult learning in the rural areas (Presentation)

14. Other high lights of deliberations were:

- For strengthening national commitment and mobilizing resources for adult literacy and learning amid the global financial crisis, member countries from E-9 had adopted different national commitments such as Constitutional Commitments (mostly for Universal Primary Education), Election Commitments (Bangladesh- Literacy for All for 2014), National Plans (India- 80% literacy by 2012), Political Statements (Pakistan- 7% of GDP for Education), Commitments to South-South Cooperation (Brazil)
- With reference to improving the quality of literacy programmes, it was noted that countries have tried to deal with illiteracy in different ways, including not only innovative and successful experiences of partnerships with local

governments, NGOs, civil society and private sectors but also important national mobilization campaigns.

- Participants of the E-9 LIFE countries were invited to analyze progress made in literacy and adult learning and share their experiences on how the multiple challenges they face can be successfully addressed. Some of the issues identified in the national reports such as a) the need to link literacy and life skills with development goals, b) to scale up, to reach and empower the priority or disadvantaged groups (i.e. rural populations, women, ethnic minorities, etc.), to provide for diversity and inclusion, c) to mainstream gender, d) to mobilize resources (advocacy), e) to increase learner participation, f) to assess learning achievement and monitor progress, and g) to create conducive literate environments were also discussed in detailed with specific examples of E-9 Countries.

- Consistent with the goals of EFA, it was agreed that there is felt need of evolving specific strategies to reach and train rural people and ensure availability, accessibility, adaptability and acceptability of the adult education and skill development opportunities.. The creation of rich literate environments which are supportive to the acquisition and practice of literacy and life skills are of particular importance in rural areas. Different strategies adopted for creating literate environment in different countries. Such as availability of adequate teaching learning material, books, newspapers, TV, Radio, ICT tools etc. The SMS facilities available in mobile telephone sets are also being utilised for creating literate environment in some countries more specifically in Bangladesh.

### Presentation on India

20. Presentation on India was focused on the concept and strategies of "Saakshar Bharat". The presentation was concentrated on the following areas:

- National commitment and mobilizing resources for adult literacy and learning of Govt. of India was explained. The fund provision for Adult Education for XI Five Year Plan provided by Government of India to the extent of \$1.25 billion was prominently high lighted .The concern of Government of India to tackle adult literacy of one of its Flag ship Programmes was also elaborated.
- Goals of Saakshar Bharat to achieve 80% literacy rate by 2012 by covering 70 million non-literates (60 million females & 10 million males) including focus group and targets, disparity reduction and equity based targets were explained in detail. National goal to achieve 80% literacy by 15 more advance as compared goal -3 of EFA, to be achieve by 2015.
- Objectives of the Saakshar Bharat including imparting functional literacy, equivalency, and skill improvement and creating a learning society with specific target in each activity were explained. The strategies formulated to achieve the objectives were also explained in detailed.

- Strategies for creating sustainable demand for literacy were outlined.
- Total quality management strategies including National Adult Education Curriculum Framework, strategies for capacity building of different levels of functionaries and stakeholders were also explained were explained.
- Strategies for assessment of the learners and certification systems were outlined in detail.
- Model for convergence and partnership with different Organisations/ institutes such as Public-Public Partnership, Public-Private Partnership, Partnership with NGOs and Partnership with International Organisations.
- Mechanism of web-based MIS to monitor progress of the programme and "just- in- time" fund flow mechanism were also explained in detail.

The presentation was followed by interaction and question answer session. Participants from different countries were eager to understand the strategies conceived by India to achieve huge target. Participants also interested to know about physical, financial and human resource support available for Saakshar Bharat Mission. Some of the questions were also related to technical and academic part of the programme implementations. DG- NLM A had replied each and every query with detailed explanation. Representatives of E-9 countries and even experts from UNESCO were keen to have separate discussion with DG- NLMA to explore the possibilities of convergence with the Indian experience with specific reference to Saakshar Bharat concept. A parallel meeting was also held between DG- NLMA and representatives of UNESCO.

### Major Learning and Recommendations

21. The major learning from the deliberations in the seminar includes:

- An overview of the progress and challenges related to literacy, adult education and LIFE through analysis of country reports.
- Developed a common understanding of key concepts, challenges and issues related to literacy and adult learning, with a particular focus on empowering rural populations.
- Drawn conclusions and lessons from the exchange on innovative practices in adult Literacy and learning in the rural areas through sharing of experiences. - Identify effective strategies for improving and scaling up adult literacy and learning programmes in the rural areas.
- Gained first hand experience on literacy and adult learning in the Chinese rural context through a field visit.
- Developed understanding upon future strategy of E-9 for LIFE with the aim to consolidate a mechanism of South-South

cooperation to achieve the EFA goals, in particular Goal 3 & 4.

22. The major recommendations of the seminar include:

- The declaration/recommendations for action from the CONFINTEA workshop which talks about challenges and how to address them need to be concrete and time bound so that they can be followed up properly. In the general recommendations of CONFINTEA, the E-9 should be highlighted.
- Link between CONFINTEA workshop and Abuja meeting needs to be established;
- Mobilizing and further strengthening partnerships among E-9 ministerial meetings to focus on South-South cooperation and triangular (North-South-South) collaboration. Such forms of cooperation are becoming increasingly important in the context of globalization.

#### Field Visits near Shanghai on October 30-31, 2009

As China has done some wonderful work in adult education and literacy, the Indian Delegation was allowed to visit Adult Education Centres and Agencies engaged in Adult Education in different part of China. Accordingly, the Indian Participants visited One Institution Engaged in adult education and two adult education schools, in sub-urban area of Shanghai, China.

#### Visit to Adult Education College - Jiading Town, Sub urban area of Shanghai on 30.10.2009.

Indian participants along with Interpreter visited the Adult Education College situated at Jiading Town, Sub urban area of Shanghai on 30.11.2009. A detailed and fruitful discussion with the Principal of the Collage was held. Based on the discussions and physical observation during the visit it was learnt that China modal of Adult Education is very vast and broader. In fact Adult Education is providing all sort of educational and vocational need of adult learners in non - formal sector. The salient features of the college observed are:

- Provides all type of adult and vocational education to the local residents.
  - Physical infrastructure in terms of building, equipments and other learning environment is marvelous
  - Provisions of Graded courses for different categories of beneficiaries available.
  - Curriculum for courses is based on Local context specific situations..
  - Around 12,000 beneficiaries covered per annum.
  - Funding requirements met by local Authorities.
  - Total strength of the staff of college is around 100 persons including 25 full time school teachers
  - No fee for the social and adult education courses. Students enrolled in degree courses are required to pay fee.
- It was learnt that basic literacy programme was completed during 1980-90 in China and now they are advance to vocational

education skill as a component of adult education.

#### Field Visits -Naxiang adult education school and Jiangqiao adult education school, Jiading district, shanghai

Indian participants along with Interpreter also visited the Adult Education schools situated at **Naxiang on 30.10.2009 and Adult Education schools situated at Jiangqiao localities of Jiading District on 31.10.2009**, Discussion with Director of Jiading District Education Bureau of Adult Education Representative of Shanghai Adult Education Association, Principa and Vice Principal of Schools.

The salient features of the schools observed are:

- Main task Of the School(s) Is to provide adult, Social and vocational education of the local resident. The school was started in 1999 pilot basis.
- Physical infrastructure in terms of building, equipments and other learning environment is marvelous.
- Fully funded by local government authorities
- Every township of the district (around 12) has one adult education schools which is responsible to provide adult education to the local beneficiaries including all the villages, associated with the town.
- Normally Three types of courses are provided in the school(s) namely degree courses, skill education and life skills education.
- Salaries to the teacher of school of adult education are comparable to the formal school teacher or even more.

A provincial NGO namely **Shanghai Adult Education Association** is working for the cause of promotion of adult education in non - formal sector in municipal and sub - urban area of Shanghai. The Association is conducting research for promoting adult education concept in the area.

The lesson learnt from Chinese intervention in adult education strengthens our concept of broader vision of adult education which is beyond basic literacy.

## Ph.D Degree Awarded

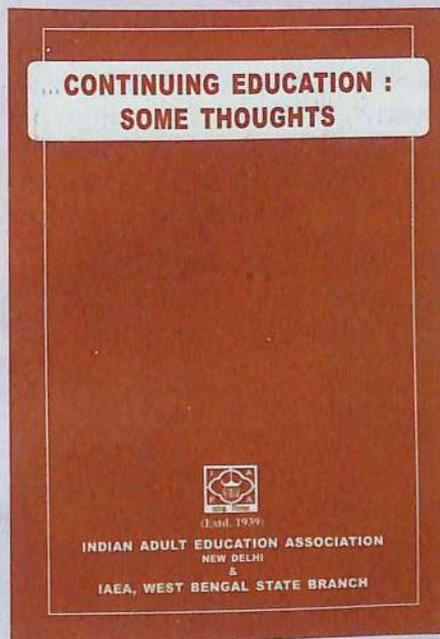


Smt. Y. Nirmala has been awarded Ph.D in Education by Andhra University, Visakhapatnam. She did her research under the guidance of Prof. Y. Bhaskaracharyulu, former Head of the Department of Adult and Continuing Education. The topic is "Perceptions of Community

towards Occupational, Social, Educational and Health Aspects - A Study".

Smt. Nirmala has already published ten articles in various reputed national journals and edited volumes.

# Book Review



Mukhopadhyay, Dilip and Mahbub-Ul-Alam. **Continuing Education: Some Thoughts.** New Delhi, Indian Adult Education Association, New Delhi and IAEA West Bengal State Branch, Kolkata. 2009. 90p. Rs. 100/-.

The document is an outcome of the seminar on 'Continuing Education, Development and Empowerment of Women in Indian Prospective', which was organised by IAEA Eastern Region Unit and West Bengal Branch. The seminar was held in the premises of North Bengal University at Siliguri in December 2006.

The seminar was designed to look into conceptual framework and field experiences at the theory and practice levels. Eight papers were presented by different scholars including the key not address by Prof. Asoke Bhattacharya, Head, Department of Adult Continuing Education and Extension, Jadavpur University, Kolkata and a thought provoking deliberation by Prof.

Pijushkanti Saha, the former Vice Chancellor of North Bengal University.

In two days seminar 150 delegates from West Bengal and Orissa discussed a number of issues in various sessions such as

1. Gender and Women Empowerment and Adult Education
2. Human Rights and Health Issues and Adult Education
3. Voluntary Action
4. Continuing Education and Skill Development
5. Policy Advocacy on Transformative Adult Learning
6. Learning Environment and Opportunities and
7. Management and Financing of Adult Education.

Delivering the key note address Prof. Asoke Bhattacharya said that continuous upgradation and updating of knowledge are absolutely essential keeping in view the knowledge-driven economy of today. He also opined that non formal education is a cost effective method as it does not require any additional capital expenditure as the existing infrastructure of the institutions are utilized.

As the 21st century will be the Century of Knowledge and education is a recognized instrument of social change Prof. Pijushkanti Saha in his presentation titled 'Continuing Education, Women Empowerment and Social Transformation', focused on the need for imparting literacy and education as one of the most important pre conditions of societal transformation.

Some of other presentations included in this volume are

Empowerment of Women: Current Issues by Tapas Kumar Chatterjee, Continuing Education, Development and Empowerment of Women by Raghunath Ghosh, Adult and Continuing Education in Orissa by Bibhuti Bhusan Mohanty, Male Ego: The Serious Bottleneck in Women Education and Empowerment by Sadananda Mishra, Present Scenario of Adult Education Movement in West Bengal and the Tasks Ahead by Sakti Mandal.

Rapporteur's Note is well placed and gives a good insight of key elements of papers presented and issues needed for further deliberations.

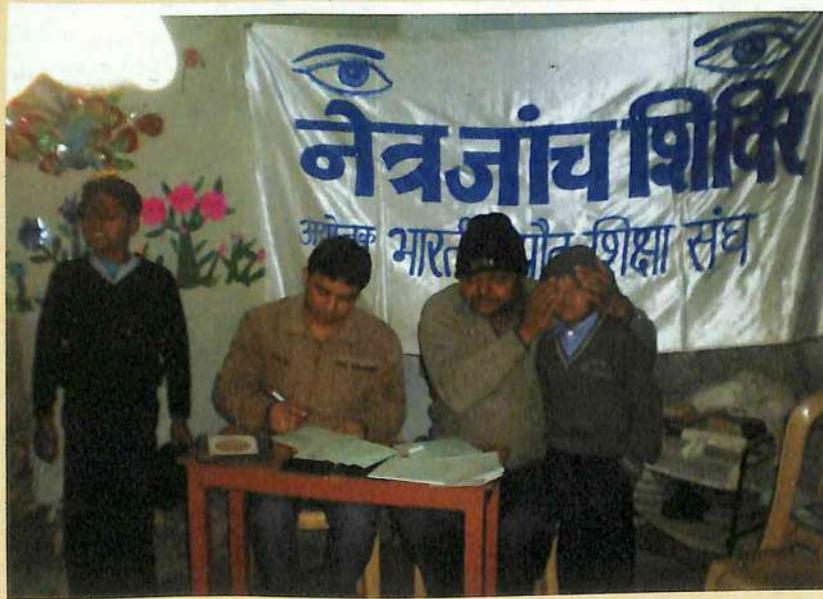
The following policy concerns emerged from the discussions:

1. Combination and Coordination needed between Govt., Universities and NGOs, among the NGOs and within the NGOs. So, as a good starting point, all the NGOs may join under IAEAs umbrella, while retaining their self-identities as usual.
2. Well Coordinated action plans should be taken in a time bound manner to improve both the cost effectiveness and sustainability.
3. A training center for the field workers is needed to improve their perception and efficiency.
4. More case studies are needed not only to understand the effectiveness of a project in a particular area, but also to realise the social dynamics of the grass root level, etc. This is also needed to get the actual data from the field.

- S.C. Dua

# Eye Care Camp for School Children

The Indian Adult Education Association in collaboration with Eye Care Foundation, Mumbai organised a three days Eye Care Camp for ocular aberrations in three different schools at Kilokari Village and Taimoor Nagar, New Delhi from January 11-13, 2010. Before the camp was organised the concerned Principals of the schools were contacted and explained in detail regarding the screening method to be adopted. Thereafter, the children were screened by the Ophthalmic Assistants under the leadership of Dr. Ruma Gupta from Vision 20/20 organisation for refractive errors, amblyopia, squint and color vision defects by using standard techniques. In all 1146 students underwent the eye check-up.



Following is the information regarding schools and the number of students had eye check-up:

Name of the School	No. of students screened	No. of students had eye problem
Nehru Bal Vikas Vidyalaya Sunlight Colony No. 1 Kilokari Village New Delhi.	246	23
Hill Queen Public School Kilokari Village New Delhi.	450	44
Saint Gee Varghese Public School Taimoor Nagar New Delhi	450	36

Primary screening results show that 103 students (around 10%) were identified with ocular aberrations and other eye related problems. Hence, they require further examination in the clinic by the doctor. IAEA will facilitate the same and provide spectacles, if recommended. All the students who came for the eye check-up were given biscuits by Indian Adult Education Association.

# प्रवेशिका आखर पंचायत भाग - एक का क्षेत्र परीक्षण

जन शिक्षण संस्थान, होशंगाबाद और राज्य संसाधन केन्द्र, भोपाल के संयुक्त तत्वाधान में महाराणा प्रताप हायर सेकण्डरी स्कूल ग्राम रोहना में प्रवेशिका आखर पंचायत भाग - एक का सफलतापूर्वक क्षेत्र परीक्षण किया गया। इस प्रवेशिका को राज्य संसाधन केन्द्र, भोपाल ने नव साक्षरों के लिये तैयार किया है। कार्यक्रम में लगभग 35-37 नव साक्षरों ने अपनी योग्यता का प्रदर्शन किया। उल्लेखनीय है कि इनमें से लगभग 25 नव साक्षर महिलाएं जन शिक्षण संस्थान, होशंगाबाद के मोमबत्ती निर्माण कार्यक्रम से जुड़ी हुई हैं। इस पूरी कवायद के पीछे मुख्य उद्देश्य लाभार्थियों की प्रतिक्रिया और उनके लिए किताब पढ़ सकने की योग्यता को आंकना था ताकि प्रवेशिका में आवश्यक संशोधन किया जा सके। बाद में एक बैठक का आयोजन भी किया गया जिसमें ब्लॉक स्तर पर प्रवेशिका विकसित करने की आवश्यकता का आंकलन करने पर बल दिया गया। इस अवसर पर जन शिक्षण संस्थान के प्रभारी निदेशक श्री एस.ए.हुसैन, राज्य संसाधन केन्द्र, भोपाल के कार्यक्रम समन्वयक (सामग्री विकास) श्री संजय सिंह राठौर, वरिष्ठ लेखिका सुश्री जया नर्गिस, जन शिक्षण संस्थान की कार्यक्रम अधिकारी कुमारी श्वेता राजपूत, सहायक कार्यक्रम अधिकारी श्री हरिदास दायमा, श्री विवेक वर्मा, महाराणा प्रताप स्कूल के प्राचार्य श्री रवि राजपूत एवं अन्य अध्यापक गण उपस्थित थे।

एस.ए.हुसैन, प्रभारी निदेशक  
जन शिक्षण संस्थान, होशंगाबाद

## New Year Party



The New Year Party for the staff members of Indian Adult Education Association was given by the President, Shri K.C. Choudhary and the General Secretary, Dr. Madan Singh on January 6, 2010. On this occasion the Prof. S.Y. Shah, Vice President was also present.

## Orientation to JSS Functionaries on 'Sakshar Bharat'



functionaries of Jan Shikshan Sansthan located in West Bengal in two batches from December 29, 2009 to January 1, 2010. The programme was held in Hotel Bengal Inn. In all 59 participants attended the programme.

Dr. V. Mohankumar, Director, Indian Adult Education Association attended the programme as a Resource Person and took sessions on History of Adult Education in India, 'Sakshar Bharat' - Mission 2012 and the Role of JSS in 'Sakshar Bharat'.

State Resource Centre, West Bengal organised the orientation programme on 'Sakshar Bharat' to the

# Certificate in Library Science

R.N.I. No. 53577 /1991

Postal Regn. No. DL(C).01/1160/2010-2012

Indian Adult Education Association is an accredited institution with National Institute of Open Schooling (NIOS) to conduct Certificate Course in Library Science and Computer Application. In the year 2009, out of 11 students enrolled for Certificate in Library Science, 10 appeared for the examination in the month of November 2009 and all of them have passed with good marks. The successful candidates include Shri Jai Bhagwan and Shri Vinod Pathak of IAEA. The photos of the successful candidates are given below:



The admission for 2010 for the Certificate in Library Science is already on.

## Annual Conference of IAEA West Bengal State Branch

The fourth Annual Conference of IAEA West Bengal State Branch was held on September 10, 2009 at Lalbagh, Murshidabad district, West Bengal in collaboration with SPADE, a voluntary organisation. A seminar was also held during the conference. In all 150 delegates attended the conference from the universities, NGOs, State Resource Centre,

Zilla Saksharta Samitis, research institutions, life members of IAEA, and invited guests. Two

A panel discussion was also held on "Adult and Continuing Education to Empower Self-Help Groups : Role of Civil Society".

The presidium of the conference included Shri M.U. Alam, Vice President, IAEA West Bengal State Branch, Prof. Dilip Mukhopadhyay, former Registrar, Vishwabharti University, Shri Sarabindu Bandopadhyay, Project Manager, PRIA, West Bengal. The organisers include Shri Manab Sen, former Professor, West Bengal State Panchayat Institute, Shri Sudhir Chatterjee, Associate Secretary, IAEA and General Secretary, AICMED, Smt. Rajashree Biswas, Vice President, IAEA and Secretary, IAEA West Bengal State Branch.

Shri Saradendu Banerjee released the book "Continuing Education : Some Thoughts" and presented the first copy to Dr. Manab Sen.



at Lalbagh, Murshidabad district, West Bengal in collaboration with SPADE, a voluntary organisation. A seminar was also held during the conference. In all 150 delegates attended the conference from the universities, NGOs, State Resource Centre,

foreign delegates, one from USA and other from Australia attended the conference as observers on behalf of PRIA.

The conference provided an opportunity to all the delegates to deliberate and discuss the status of adult education in India.

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INDIAN ADULT EDUCATION ASSOCIATION

## राष्ट्रीय विकास में संस्थान की व्यापक भूमिका है - प्रो. गर्ग

एक अरसे के बाद संस्थान के कार्यकर्ताओं को अपने संरक्षक महोदय का निकट सान्निध्य पुनः प्राप्त हुआ। वर्ष के प्रारंभ संघ के संरक्षक प्रो. बी.एस. गर्ग दिल्ली स्थित संस्थान के मुख्यालय पहुंचे। 30 जनवरी से 2 फरवरी, 2010 तक के अपने इस दौरे में प्रो. गर्ग ने न केवल गत वर्ष में भारतीय प्रौढ़ शिक्षा संघ द्वारा संचालित तमाम गतिविधियों और उपलब्धियों का आयोजन किया बल्कि उपस्थित पदाधिकारियों जिनमें संघ के अध्यक्ष, श्री कैलाश चौधरी; महासचिव, डा. मदन सिंह; कोषाध्यक्ष, डा. एम.एस. राणावत तथा संयुक्त सचिव, श्री ए.एल. भार्गव भी शामिल थे, के साथ गहन विचार-विमर्श करते हुए आगामी वर्षों में संस्थान की कार्ययोजना एवं दृष्टि क्या होनी चाहिए, इस पर भी अपने विचार प्रस्तुत किए। 2 फरवरी, 2010 को संरक्षक महोदय ने संघ के सभी कर्मचारियों को भी संबोधित किया। अपने संबोधन में उन्होंने उपस्थित सभी पदाधिकारियों एवं कर्मचारियों को अपनी शुभकामनाएं दीं एवं कहा कि भारतीय प्रौढ़ शिक्षा संघ एक राष्ट्रीय संस्थान है और आप सभी एक टीम के रूप में उसके लक्ष्य को प्रभावी ढंग से कार्यान्वित कर रहे हैं। उन्होंने यह भी आश्वासन दिया कि स्वाधीनता के तुरंत बाद और आज की परिस्थितियों में काफी बदलाव आ चुका है इसलिए आज की शैली के समक्ष यह चुनौती है कि बदले संदर्भों में संस्थान के उद्देश्यों को प्रभावी ढंग से लागू करने की रणनीति तैयार करें। उन्होंने यह आग्रह रखा कि मौजूदा वर्ष में संस्थान अपने सक्रिय क्षेत्रीय कार्यालयों की स्थापना करें तथा इनके माध्यम से देश के विकास में कार्यरत तमाम स्वयंसेवी संस्थाओं को बेहतर नेतृत्व प्रदान करें। इस अवसर पर महासचिव, डा. मदन सिंह ने सभी पदाधिकारियों एवं कर्मचारियों की ओर से प्रो. गर्ग का आभार व्यक्त किया और उन्हें आश्वासन दिया कि संरक्षक महोदय द्वारा प्रदान की गई दृष्टि और निर्देशन के अनुरूप आगे बढ़ते हुए संस्थान राष्ट्रीय विकास में अपनी प्रभावी भूमिका का निर्वहन करता रहेगा। संरक्षक महोदय ने संस्थान की उपलब्धियों पर पूर्ण संतोष व्यक्त किया।



## Chancellor and Registrar, IIALE attended International Conference

On the invitation of Prof. Asoke Bhattacharya, Director & CEO, Roopkala Kendro, Film and Social Communication Institute, Kolkata, Shri K.C. Choudhary, Chancellor and Dr. Madan Singh, Registrar, International Institute of Adult and Lifelong Education have attended the International

Social Communication Cinema Conference held at Nandan Film Complex, Kolkata from February 15-21, 2010.

Both Shri Choudhary and Dr. Madan Singh were panelists for the session on the theme **Right to Education** on February 16, 2010.

# A Programme on Inter-disciplinary Research in Adult Education

The Department of Adult, Continuing Education & Extension, University of Delhi organised a programme on Inter-disciplinary Research in

discussion was organised. Panelists were Shri K.C. Choudhary, President, IAEA, Dr. Madan Singh, General Secretary, IAEA, Prof. S.Y. Shah, Group of Adult

Directorate of Adult Education, Govt. of India.

Dr. Madan Singh while initiating the discussion gave a brief account of the difference between adult

desired strengthening the area of research in the field of adult education to bring in quality change in the programmes.

Thereafter, Shri K.C. Choudhary gave a detailed account of the history of Indian Adult Education Association and the dedicated service rendered by the eminent personalities like Dr. R.N. Masani, Shri R.N. Chetsingh, Shri H.B. Richardson, Dr. Amamath Jha, Shri S.M. Bahrucha, Shri Raghunandan Saran, Shri N.K. Mukherjee, Dr. Zakir Hussain and Shri V.S. Mathur for furthering the cause of adult education movement in India. He also mentioned about the Tagore and Nehru Literary Awards given to individuals and institutions every year.



Adult Education from January 27 to February 6, 2010. Thirty teaching faculty from various colleges and research scholars attended the programme. All of them belong to SC, ST and OBC. The programme was funded by ICSSR. The course Director was Dr. Rajesh, Assistant Professor, Department of Adult, Continuing Education & Extension, University of Delhi.

As part of this programme, the participants visited Indian Adult Education Association on February 5, 2010. For the benefit of the participants, a panel

Education, School of Social Sciences, Jawaharlal Nehru University, New Delhi and

education and adult literacy and the role played by Indian Adult Education



Vice President, IAEA and Smt. Kusum Vir, Director,

Association in promoting adult education in India. He

for the meritorious work in the area of women literacy.



and adult education, the annual Dr. Zakir Hussain Memorial Lecture delivered by an eminent scholar and the All India Adult Education Conference which provides a platform for the adult educators, planners, implementers and field functionaries to

come together to share their experience.

Dr. S.Y. Shah spoke on Recent Developments in Adult Education including the Sixth International Conference on Adult Education (CONFINTEA-VI) held at Belem, Brazil from December 1-4, 2009. He

wanted the research scholars to understand better the meaning for formal, non-formal and informal education so that they can formulate appropriate titles for their research and field programmes. He has also requested all the participants to read the Belem framework for action which gives a lot of information about harnessing the power and potential of adult learning and education for a viable future.

The last panelist was Smt. Kusum Vir. She gave a detailed account of Saakshar Bharat and how it is different from other adult

education programmes implemented in India. She said that the new programme focuses mainly on women and particularly women belong to socially deprived sections and Muslim minorities. She requested the participants to extend whole heartedly their support to the new programme so that it is successful and achieves the desired result in the stipulated period.

After all the presentations were over, the participants raised a number of questions and points for clarification which was replied by the panelists.

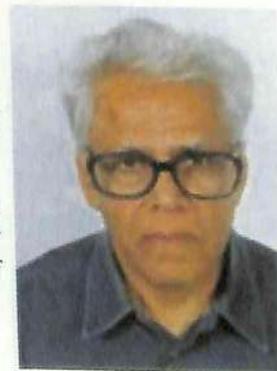
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## Shri Anil Bordia has been conferred Padma Bhushan

Shri Anil Bordia, a veteran administrator and adult educationist has been conferred Padma Bhushan by the President of India for his outstanding service in the field of literature and education. He is a retired IAS Officer of 1957 batch of Rajasthan cadre.

Shri Bordia is the Life Member of Indian Adult Education Association from 1969. He served as a member of the Editorial Board of Indian Journal of Adult Education initially for three years from 1970-73 and again for two years in 1976-78. He was the Editor of the Journal in 1974-75.

The Indian Adult Education Association congratulates Shri Anil Bordia.



## A Book on Adult Education and Lifelong Learning

The book titled "Adult Education and Lifelong Learning" written by Dr. Madan Singh, Registrar, International Institute of Adult and Lifelong Education (IIALE) is being published by IIALE. This book contains a lot of information on adult education and its linkages with lifelong learning. The book also has complete information on Saakshar Bharat - its objectives, implementation strategies, methods and ways to achieve the targets in a time bound manner.

Individuals and institutions interested may place their purchase orders to Administrative Officer, Indian Adult Education Association, 17-B, Indraprastha Estate, New Delhi - 110 002. The cost of the book will be intimated once the book is out of the press.



साक्षर भारत कार्यक्रम पर 'परिणाम केन्द्रित' राज्य स्तरीय कार्यशाला, राज्य साक्षरता मिशन छत्तीसगढ़ द्वारा 15-16 जनवरी, 2010 को रायपुर में आयोजित की गई। इस कार्यशाला में राज्य में संचालित साक्षर भारत मिशन की 'परिणाम मूलक योजना' पर विस्तार से विचार-विमर्श हुआ। कार्यशाला की मुख्य अतिथि केन्द्रीय मानव संसाधन विकास राज्य मंत्री श्रीमती डी. पुरन्देश्वरी थीं। कार्यशाला की अध्यक्षता छत्तीसगढ़ के स्कूल शिक्षा मंत्री श्री बृजमोहन अग्रवाल ने की। विशिष्ट अतिथि आदिम जाति और अनुसूचित जाति विकास मंत्री श्री केदार कश्यप थे। विशेष उपस्थिति राज्य शासन के मुख्य सचिव श्री पी.जाँय उम्मेन, राष्ट्रीय साक्षरता मिशन, नई दिल्ली के महानिदेशक, श्री जगमोहन सिंह राजू, राज्य सरकार के स्कूल शिक्षा सचिव, श्री नंदकुमार, केन्द्रीय मानव संसाधन विकास मंत्रालय के निदेशक श्री एस.पी.एस. सांगवान और मानव संसाधन विकास मंत्रालय के अवर सचिव, श्री वी.के. शर्मा, आई.आई. पी.ए., नई दिल्ली से श्री एम.पी. मुप्ता, राजीव गांधी शिक्षा मिशन, छत्तीसगढ़ के संचालक श्री के.आर. पिस्दा, लोक शिक्षण संस्थान के अतिरिक्त संचालक, श्री एल.एस. मरावी, सर्व शिक्षा अभियान के श्री के. लकड़ा, एन.आई.सी., नई दिल्ली से श्रीमती प्रतिभा सिंह की थी।

कार्यशाला में राज्य संसाधन केन्द्र के निदेशक, श्री तुहिन देब, राज्य साक्षरता मिशन प्राधिकरण के परियोजना प्रबंधक, श्री प्रशांत पाण्डेय, श्री दिनेश टांक, राज्य संसाधन केन्द्र, रायपुर के समस्त स्त्रोत व्यक्ति, साक्षर भारत कार्यक्रम के तहत 8 जिलों में कार्यरत जिला परियोजना अधिकारी, सहायक परियोजना अधिकारी, छत्तीसगढ़ के एन.आई.सी के संचालक, सात जन शिक्षण संस्थानों के निदेशकगण, शिक्षा विभाग के वरिष्ठ अधिकारी एवं जीवन विद्या संस्था के प्रबोधक श्री सोमनाथ त्यागी उपस्थित थे। कार्यशाला में उपस्थित मुख्य अतिथि केन्द्रीय मानव संसाधन विकास मंत्री, श्रीमती पुरन्देश्वरी ने अपने उद्बोधन में कहा कि साक्षर भारत योजना में महिलाओं की साक्षरता दर बढ़ाने पर विशेष रूप से बल दिया जा रहा है, ताकि केन्द्र तथा राज्य सरकारों द्वारा महिलाओं के हित में चलाई जा रही विभिन्न योजनाओं का वे समुचित लाभ प्राप्त कर सकें। उन्होंने बताया कि इस योजना के तहत पूरे देश में ग्यारहवीं पंचवर्षीय योजना के दौरान 80 प्रतिशत से अधिक साक्षरता दर प्राप्त करने का लक्ष्य है। इस योजना के लिए छत्तीसगढ़ में काफी उत्साहजनक माहौल है। श्रीमती पुरन्देश्वरी ने छत्तीसगढ़ में हो रही तैयारियों की समीक्षा भी की। उन्होंने बताया कि

साक्षर भारत कार्यक्रम के तहत देश भर में वर्ष 2012 तक पन्द्रह वर्ष से अधिक आयु के लगभग सात करोड़ निरक्षरों को साक्षर बनाकर उन्हें तीसरी कक्षा पास होने का प्रमाण-पत्र दिया जाएगा और समतुल्यता कार्यक्रम के तहत पांचवी, आठवीं और बारहवीं तक की पढ़ाई के लिए भी उन्हें प्रोत्साहित किया जाएगा। इनमें से छह करोड़ महिलाएं होंगी, जबकि एक करोड़ पुरुषों को भी योजना से जोड़ा जा रहा है। छत्तीसगढ़ में इस योजना के तहत बीस लाख लोगों को योजना से जोड़ा जाएगा। साक्षर बनने वाले सभी लोगों की सूची वेबसाइट पर प्रदर्शित की जाएगी। उन्होंने कहा कि साक्षर भारत योजना के क्रियान्वयन की जिम्मेदारी केन्द्र और राज्य दोनों की है और दोनों मिलकर इसके लक्ष्यों को प्राप्त करेंगे।

प्रदेश के स्कूल शिक्षा मंत्री श्री बृजमोहन अग्रवाल ने अपने उद्बोधन में बताया कि साक्षर भारत योजना के प्रथम चरण में राज्य के आठ जिलों - कबीरधाम, रायपुर, महासमुन्द, कोरबा, जांजगीर-चांपा, सरगुजा, कोरिया और जशपुर को शामिल किया गया है। उन्होंने इस योजना में तीन अन्य जिलों बस्तर (जगदलपुर), उधार बस्तर और राजनांदगांव जिलों को भी शामिल करने की जरूरत बतायी। श्री अग्रवाल ने कहा कि राज्य स्तर पर इस योजना के लिए मुख्य सचिव को समन्वयक के रूप में शामिल किया जाना चाहिए। इसके अलावा योजना के लिए गठित होने वाली जिला स्तरीय समितियों में संबंधित जिलों के सांसदों और विधायकों को तथा ब्लॉक स्तरीय समितियों में संबंधित विकास खण्ड के विधायकों को भी शामिल करने पर योजना में और भी अधिक व्यापक जनभागीदारी सुनिश्चित की जा सकेगी। श्री बृजमोहन अग्रवाल ने यह भी कहा कि साक्षर भारत योजना में जिन लोगों को साक्षर बनाया जाएगा, उन्हें विभिन्न

रोजगारमूलक कार्यों का प्रशिक्ष देकर उनका कौशल उन्नयन करना होगा। उन्होंने इसके लिए योजना में तकनीकी शिक्षा और जनशक्ति नियोजन विभाग को जोड़ने का सुझाव दिया।

स्कूल शिक्षा सचिव एवं राज्य साक्षरता मिशन प्राधिकरण सदस्य सचिव श्री नंदकुमार अपने स्वागत उद्बोधन में कहा कि यह एक महत्वपूर्ण कार्यक्रम है। यह प्रौढ़ शिक्षा कार्यक्रम 60 साल बाद भी चलाना दर्शाता है कि यह कार्यक्रम तीव्रता से नहीं चल पाया। स्कूली शिक्षा का भी यही हथकण्डा काम किया गया पर लक्ष्य तक पहुंच नहीं सके। ग्यारहवीं पंचवर्षीय योजना में अब इस साक्षर भारत कार्यक्रम में हम जरूर विजयी होंगे। साक्षर भारत जिस प्रतिबद्धता से चलाया जा रहा है, वह बेहद उत्साहित करता है। हमारी सोच और प्रतिबद्धता का स्तर बढ़ाना होगा। यह काम महानिदेशक, श्री राजू बेहद मुस्तैदी से कर रहे हैं। समझ लीजिए ये आखिरी लड़ाई है। उन्होंने साक्षर भारत कार्यक्रम छत्तीसगढ़ में शुरू करने के लिए अभी तक की गई तैयारियों की जानकारी कम्प्यूटर आधारित प्रस्तुतिकरण के माध्यम से दी।

राष्ट्रीय साक्षरता मिशन के महानिदेशक, श्री जगमोहन सिंह राजू ने कार्यशाला को संबोधित करते हुए कहा कि साक्षर भारत कार्यक्रम केन्द्र सरकार की एक महत्वाकांक्षी योजना है जो साक्षरता के विकास के लिए विगत वर्षों में चलाई गयी योजनाओं से भिन्न है। श्री राजू ने कहा कि 21वीं सदी में शिक्षा के महत्व के नए परिदृश्य के अनुरूप साक्षर भारत कार्यक्रम को परिणाम आधारित कार्यक्रम बनाया गया है। साक्षर भारत कार्यक्रम अंतर्गत पूरे भारत को साक्षर किया जाना है। किसी गांव, विकासखण्ड, जिला, राज्य और समुदाय को साक्षर बनाने जैसे कार्यक्रमों से अलग हटकर प्रत्येक व्यक्ति को साक्षर करने का लक्ष्य निर्धारित

किया गया है। श्री राजू ने कहा कि साक्षर भारत कार्यक्रम की सबसे प्रमुख विशेषता इसे विश्वसनीय और प्रमाणिक बनाना है। हर उम्र और हर वर्ग के निरक्षर व्यक्ति इस कार्यक्रम से साक्षर बनें और नवसाक्षर सतत रूप से शिक्षा की मुख्य धारा से जुड़े रहें इसके लिए हमें लगातार कार्य करना है। श्री राजू ने कहा कि साक्षर भारत कार्यक्रम के अंतर्गत साक्षर होने वाले हर व्यक्ति के संबंध में विस्तृत जानकारी रखनी होगी। उन्होंने सारी योजनाओं को वेब आधारित होने की बात कही, साथ ही बताया कि प्रत्येक व्यक्ति की जानकारी को कम्प्यूटर पर देखा जा सकता है। श्री राजू ने कहा कि छत्तीसगढ़ में

कार्यक्रम के उद्देश्यों को प्राप्त करने के लिए जो रणनीति बनाई जा रही है उसमें सफलता मिलेगी। उन्होंने कहा कि मिशन के द्वितीय चरण में साक्षर गांव की अवधारणा विकसित की जाएगी। इसके लिए तैयारी चल रही है। महानिदेशक, श्री राजू ने कार्यशाला के प्रथम सत्र में राज्य के विभिन्न जिलों से आए जिला परियोजना अधिकारियों, सहायक परियोजना अधिकारियों के साथ साक्षर भारत कार्यक्रम के सफल संचालन पर विस्तृत चर्चा की।

राज्य संसाधन केन्द्र, रायपुर द्वारा निर्मित दो मूलभूत साक्षरता प्रवेशिकाओं तथा स्वयंसेवक, अनुदेशक/अनुदेशिका के लिए दो



मार्गदर्शिकाओं के बारे में राज्य संसाधन केन्द्र के निदेशक श्री तुहिन देब ने जानकारी दी। प्रशिक्षण में अकादमिक विषयों के अलावा "7 हैबिट ऑफ हाइली इफैक्टिव पीपुल एवं जीवन विद्या" पर आधारित विषयों का समावेश करने पर विस्तृत चर्चा की गई।

श्रीमती प्रतिभा सिंह एन.आई.सी., नई दिल्ली ने साक्षर भारत मिशन में वेब आधारित मॉनीटरिंग कैसे होगी, इसका रोचक प्रस्तुतिकरण किया।

आई.आई.पी.ए. से पधारे श्री एस. पी.गुप्ता ने साक्षर भारत मिशन में फंड फ्लो मैकेनिज्म की प्रक्रिया को सविस्तार समझाया।

राज्य संसाधन केन्द्र के संचार

प्रकोष्ठ के प्रभारी एवं प्राख्यात रंगकर्मी श्री राजकमल नायक ने अतिथियों के स्वागत में अपनी कविता "मैं किताबों की दुनिया में आ गया, मैं हजार चंद्रमा पा गया" का वाचन किया।

राज्य साक्षरता मिशन प्रधिकरण के परियोजना प्रबंधक श्री प्रशांत पाण्डेय ने कार्यशाला की सफल संचालन और आभार व्यक्त किया।

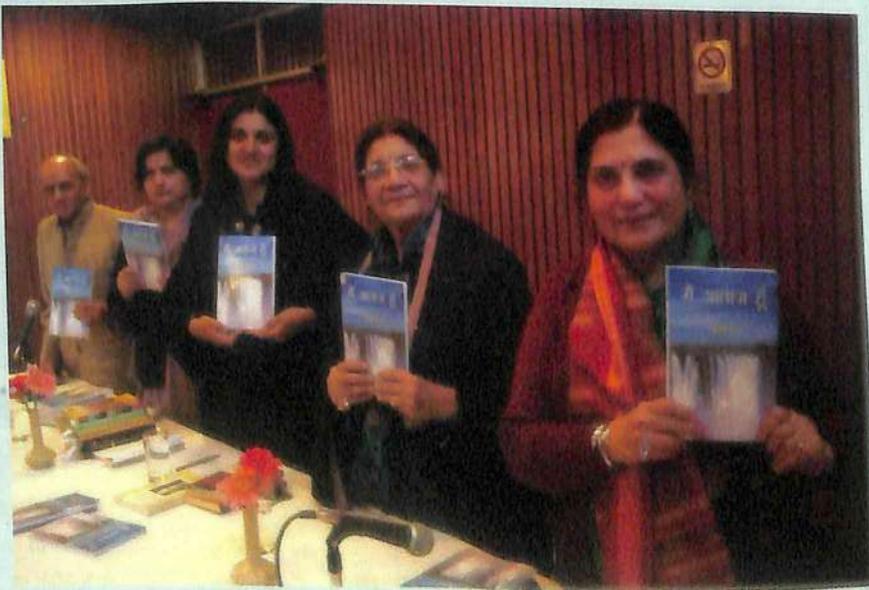
श्री तुहिन देब  
निदेशकराज्य  
संसाधन केन्द्र



## मैं आवाज़ हूँ

काव्य सर्जना की असीम जलधि में श्रीमति कुसुम वीर द्वारा रचित 'मैं आवाज़ हूँ' काव्यकृति के दिनांक 15 जनवरी, 2010 को श्रीमती कमला सिंघवी के कर कमलों से विमोचन होने के फलस्वरूप एक अनमोल माणिक्य समा गया है जिसमें से भावी युग दृष्टा अपनी-अपनी शैली व अनुभूति से चिंतन मनन करते रहेंगे। यह कविता संकलन सर्जना के क्षणों की यथार्थ अनुभूति है जिसमें मानव मन के सूक्ष्म भावों का वृहत विश्लेषण है। इन कविताओं में जीवन के संघर्ष और अनुभवों की झलक साकार है।

यह कृति दमन और अन्याय के खिलाफ उसकी बुलंद आवाज़ की पक्षधर है। इन काव्य कृतियों में बाधाओं और अंधविश्वास की दीवारों को गिराने व साहस व आत्मविश्वास को अडिग बनाने का आह्वान है। यह पुस्तक जीवन की उहापोह, निश्चल मन की कोमल संवेदनाओं, सामाजिक एवं सांस्कृतिक परिवेश की जकड़न की सहज संवेदनाओं, अभिव्यक्ति है। कवयित्री ने इन कविताओं में भावनाओं, संवेदनाओं, विचारों, रूचियों तथा समूचे व्यक्तित्व को सहज परिलक्षित करते हुए मन की बेबाकी का सटीक वर्णन किया है।



# Reading Association of India - Membership Drive

Reading Association of India (RAI) located at 17-B, Indraprastha Estate, New Delhi - 110 002 is the National affiliate of International Reading Association, 800, Barksdale Road, P.O. Box 8139, Newark, DE 19714-8139, US. Shri K.C. Choudhary, President, Indian Adult Education Association is the President of RAI while Prof. S.Y. Shah is the President elect and Dr. Madan Singh is the Secretary.

The membership fee is as follows :

Life Membership	Rs. 2000
Three Years Membership	Rs. 500
Two Years Membership	Rs. 350
One Year Membership	Rs. 200

All the members of RAI will be sent the IAEA Newsletter every month. There will be a one-day Annual Conference of the members in which the theme papers will be presented by eminent educationists.

All those interested to become the members are requested to fill-up the form published in this Newsletter (may be photocopied) and send the same to Executive Officer, Reading Association of India, IAEA House, 17-B, Indraprastha Estate, New Delhi - 110 002 alongwith the Demand Draft drawn in favour of **Reading Association of India**, payable at New Delhi.

Those who wish to be the members of International Reading Association may avail the membership form either from the Reading Association of India for which the annual membership fee is US \$ 15 or Rs. 750/- or can be downloaded from the website [www.reading.org](http://www.reading.org)



## Reading Association of India

17-B, Indraprastha Estate, New Delhi - 110 002

Phones : 011-23379282, 23379306 Fax : 91-11-23378206

E-mail : [readingassociationofindia@yahoo.in](mailto:readingassociationofindia@yahoo.in)

### MEMBERSHIP FORM

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Tel. (both official & residence alongwith STD code) : \_\_\_\_\_

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# Post Literacy Programme of Dantewada district, Chhattisgarh

## Background



Dantewada district was formed out of Bastar district on 25th May, 1998. There were 11 C.D. Blocks, 2 Nagar Palika and 3 Nagar Panchayats in the district with a population of 7.19 lakh in 2001. A new district of Bijapur with 4 C.D. Blocks and total population of 2.20 lakhs was carved out of Dantewada district in 2007. The

evaluation team headed by me visited all the 7 C.D blocks of the new district and 2 out of 4 C.D blocks of the newly formed Bijapur district in connection with external evaluation of Post literacy programme implemented in the erstwhile Dantewada district. Before going to the district we held discussions at State level with State Secondary Education Secretary and Secretary SLMA Shri Nand Kumar IAS, former District Collector Dantewada and presently M.D., Rajive Gandhi Siksha Mission Shri K.R. Pisda. During the visit to the districts of Dantewada and Bijapur (Post Literacy Programme sanctioned in 2006-07 covered both the districts), we held discussions with District Magistrate and Chairman ZSS, Dantewada, Ms. Reena Kangale, District Magistrate Bijapur, Shri R. Prasana, Superintendent of Police Dantewada, Shri Amresh Mishra, Secretary ZSS, Dr. Ratnabala Mohanty, District Education Officer, Dr. S.R. Shama, Zila Panchayat Vice President and Sabhapati Zila Siksha Samiti, Shri Basant Tati at the district level. Our teams during their visit to different C.D. Blocks and Gram Panchayats held discussions with Block Education Officers, Incharge of Block Resource Centres, Circle Officers, teachers, community leaders, Gyan Doots (Volunteer Teachers), the neo-literates and other people from the community. We also conducted tests for reading, writing and numeracy of the sampled learners of post literacy and mop-up. 70 percent of the area of the district is covered by forests. 77 percent of the population is tribal. It was found that most parts of the district are affected by Nexal Movement. Fifty percent of the area of Bijapur district is not reachable. C.D. blocks of Bhopal-Patnam and Usur which were not covered by our team are most affected and communication not possible. About one fourth of the area of the new Dantewada district (called inner area) is also not reachable. People in these areas have either vacated their villages or shifted to camps or cooperating with the

## Nexalites.

Literacy rate of the erstwhile Dantewada district according to 2001 census was 30.17 percent as compared to 64.66 percent for the State of Chhattisgarh. Female literacy rate was only 20.75 percent as compared to 51.85 percent in the state as a whole. This district with adult female literacy rate of 15.86 percent was at the end of the ladder with Rajnandgaon district of the State having adult female literacy rate of 60.75 percent. Total Literacy Campaign was implemented in the district from 1.7.2004 to 31.3.2006. According to the survey conducted by Zilla Saksharta Samiti, there were 1.62 lakh illiterates of the age group 15-45 in the district. It included 0.77 lakh women. Number of Scheduled Castes and Scheduled Tribes illiterates of this age-group was 0.24 lakh and 0.98 lakhs respectively. 1.44 lakh were enrolled in Gyan Guddis (literacy centres). It was reported that 1.25 lakh learners completed primer-III. External evaluation of the TLC indicated that only about 50 percent of the learners achieved NLM norms.

## Post Literacy Programme

Post literacy programme was sanctioned during 2006-07 and was implemented from 10.1.07. Target for Post Literacy was kept at 1.30 lakh which comprised of 0.71 lakh male and 0.59 lakh female. As per the information made available by ZSS (MM Report Oct, 09) 0.95 lakh neo-literates completed Post literacy primer and 0.07 lakh learners completed primer-III under Mopping-up programme apart from 0.01 lakh completing primer-II and 0.09 lakh completing primer-I.

As per the survey for Post literacy conducted in February 2007, the number of neo-literates in 11 C.D. blocks was 0.99 lakhs. Hence, 3598 Gyan Guddis were organised to cover the neo-literates and the non-literates of mop-up. Training of functionaries was organised and the teaching-learning activity started from July 2007. Teaching of post literacy primer was completed by February 2008. Shri K.R. Pisda who was District Collector till December 2007 informed that the learners were taking keen interest in reading the primer and that by the time he left the district, many of them had completed the primer. Most important aspect of the literacy programme of Dantewada district was that the learners were provided the facility of continuing their studies after they completed their primers. The new concept introduced in the district was to meet the potential demand of the neo-literates to acquire formal education certificate of

standard V. This concept was started during TLC stage itself and was continued during Post literacy stage also. The district got Satyen Maitra Award for outstanding work on the occasion of International Literacy Day on September 8, 2007. Looking at the success of this activity, the State Govt. advised the formal education board to relax some of its provisions for adult neo-literates. State Govt./district administration paid the examination fee and books were provided through Sarva Siksha Abhiyan. Coaching was arranged through primary and secondary school teachers. Shri Nand Kishore, Education Secretary provided all support and took keen interest in introducing this concept in different districts of the State. We were informed that about 40,000 neo-literates have acquired standard V (32,184) and standard VIII (7087) formal examination certificates. Dantewada is a tribal district. Many of those who got their standard V and VIII certificates were provided employment in the district as anganwadi workers, cooks, drivers and other Class IV employees. District Collector Bijapur told that his driver is a beneficiary of this facility. This incentive has created demand for literacy and education among the non-literates and the dropouts.

#### Navchetna Kendra Sankul and Library

In 2008 a library was set up in each village with the help of Jan Sahyog because by that time second installment of the grant was not released to the district. A building i.e. primary school was marked for library at village level and books were donated from each home by Jan Sahyog. In the same way books and sports materials which were brought under SSA were also collected from schools. Village level library was formed where neo-literates gathered for acquiring/improving reading-writing skills. These libraries were inaugurated on the eve of the International Literacy Day on September 8, 2008.

This District has 409 Gram Panchayats. One Navchetna Kendra Sankul was setup in each Gram Panchayat but in large Panchayats there were two Navchetna Kendra Sankuls. In this way a total of 415 Navchetna Kendra Sankul Libraries were established in the entire district. Teachers were appointed as library incharge after undergoing training in library management. A small Almirah alongwith 518 neo-literate books were made available to each of the library in March-April 2009 after the receipt of second installment for PLP.

#### Skill Development

There were 818 Self Help Groups in the district constituted by neo-literates. Thousands of neo-literates after forming SHGs received skill development trainings in some of the vocational trades like bamboo articles, pickle making, leather slippers making, fish culture, bel metal art handicrafts, jute shilp, mushroom production, aggarbat making, tailoring and embroidery, broom making, black brick making, fan making from tad leaves and pattal art and dona making.

Tailoring machines were provided free of cost to the women neo-literates of SHGs by Bijapur District Collector. The contract to make school uniform for students of Ashrams of entire district was given to the SHGs. This became a good source of income for the women neo-literates of SHGs. In Konta block of Dantewada district tailoring machines were also provided to the women neo-literates of SHGs by district administration. The articles like Achar, Papad and Badi prepared by women neo-literates were being delivered to the Ashrams.

#### Effect of Nexalite Activities

Programme implementation was affected due to Nexalite activities in the interior areas of the district. Many people from affected areas were residing in Salva Judam Camps and hence, teaching-learning activities were conducted for them in the camps itself.

Total expenditure incurred on the post literacy programme upto November 2009 was Rs. 152 lakhs.

Prem Chand  
Sr. Consultant

### Director, IAEA acted as Resource Person in State Level Workshops

Dr. V. Mohankumar, Director, Indian Adult Education Association acted as a Resource Person in the State Level Workshops of 'Saakshar Bharat' organised by National Literacy Mission Authority for the officers of the North Eastern States at Guwahati from February 12-14, 2010 and for the officers of Maharashtra at Pune on February 18-19, 2010.

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

Tel: 011-23379306, 23378206, 23379282

E-mail: [iaea\\_india@yahoo.com](mailto:iaea_india@yahoo.com)

Editor: **Dr. Madan Singh**

Website: [iaea-india.org](http://iaea-india.org)

# IAEA NEWSLETTER

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## Emphasis should be on Learning not on Education - Dr. Soren Ehlers

Dr. Soren Ehlers, Professor in the Danish School of Education, Aarhus University, Denmark and Distinguished Professor, International Institute of Adult and Lifelong Education visited IAEA House, New Delhi on March 18, 2010 and met a group

of educationists to discuss about the conceptual framework for lifelong learning. During the interaction he detailed the efforts taken by the Danish government to bring out the strategy statement for lifelong learning to upgrade the skills of all in April 2007. He said that Learning is the most important thing than Education as it upgrades the ability of a person both personally and professionally. According to him focus on education means focus on the teacher while the focus on learning means focus on the students. He also said that lifelong learning will be successful only if there is a well laid policy, research, pursued as a profession and made a part of practice.

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# Meeting of Strategic Communication Group



The second meeting of the Strategic Communication Group was held at Committee Room A, Vigyan Bhawan Annex, New Delhi on March 15, 2010 to approve the campaign for pre-launch phase. Apart from the members of the Strategic Communication Group, the members of the Strategic Communication Implementation Group (in which Dr. V. Mohankumar, Director, IAEA also is a member) attended. The meeting was presided over by Smt. D. Purandeswari, Union Minister of State for Human Resource Development. Others present were Ms. Agatha Sangma, Union Minister of State for Rural Development, Smt. Anshu Vaish, Secretary, Department of School Education and Literacy, Govt. of India, Shri Jagmohan Singh Raju, Director General, National Literacy Mission Authority, Smt. Supriya Sule, Member of Parliament, Officers of AE Bureau and DAE.

Before the agenda items were taken up for discussion, Smt. D. Purandeswari released a book titled 'Jab Padha, To Jaana - Navasaakshar Mahilaon ki Safalta ki Kahaniyan' published by DAE, New Delhi.

The Communication Group after a detailed discussion approved a sum of Rs. 30 crore for pre-launch phase.

## Dr. Madan Singh attended Board of Studies Meeting

Dr. Madan Singh, General Secretary, IAEA is a member of the Board of Studies of Social Sciences, Dayabagh Deemed University, Dayalbagh, Agra. Prof. Poomima Jain is the Dean of the Board of Studies.

Dr. Singh attended the second meeting of the Board on March 10, 2010. In the meeting he stressed the need for all the Departments of Social Sciences to organise extension activities in the communities so that students have first hand information about the ground realities.

# IAEA West Bengal State Branch Meeting

A meeting of the Executive Committee of the West Bengal Branch of Indian Adult Education Association, Kolkata was held on February 17, 2010 at 2:00 p.m. in the premises of R.K. Mission Lokshiksha Parishad, Narendrapur. Shri K.C. Choudhary, President and Dr. Madan Singh, General Secretary, Indian Adult Education Association, New Delhi participated in the meeting. Mainly future programmes planned to be undertaken by the West Bengal State Branch were discussed and finalised as per their agenda.



## Symposium on Empowerment of Women



(From L) T. Rueben, Ravinder Aluri, Madhav, G. Balaswamy, Y. Satyanarayana Reddy, Bharathi

Warangal Adult Education Association observed International Literacy Day on March 8, 2010 at Kakatiya Mahila Degree and PG College, Anamkonda. Dr. T. Rueben, Shri Madhav, Prof. G. Balaswamy, Shri Y. Satyanarayana Reddy and Ms. Bharathi participated in the function. Shri Ravinder Aluri, Secretary, Warangal Adult Education Association welcomed the guests.

On that occasion a symposium was organised on the topic "Empowerment of Women through Education in India" which a number of Lecturers and students participated.

The programme was coordinated by Prof. P. Jyothi of Kakatiya University.

## All India Adult Education Conference 2010

The 59th All India Adult Education Conference will be organised by Indian Adult Education Association in the month of December 2010 in Gujarat. The dates and venue will be announced in due course.

The theme of the Conference is **Promoting Reading Habits and Creating Literate Society**. Papers are invited on the theme by email: [director@aea@gmail.com](mailto:director@aea@gmail.com). Presentations of papers will be in parallel sessions.

## Eye Camp at Nehru Bal Vikas Vidyalaya

Indian Adult Education Association with the support of Eye Care Foundation, Mumbai conducted an Eye Camp at Nehru Bal Vikas Vidyalaya, Sangam Vihar, New Delhi on March 16, 2010. The screening was conducted by Dr. Ruma Gupta and her team from Vision 2020.



Out of 240 students screened, 34 were found to be having eye problems that require further investigation which will be done by the Association including providing spectacles.

## Literate Women the Pillars of Development - Smt. D. Purandeswari



D. Purandeswari (lighting the lamp), S.Y. Aruna Devi (second from left), Sherigar (third from left)

As part of International Women's Day celebrations, the Jan Shikshan Sansthan, Shivmogga organised an exhibition at

Kuvempu University, Shankaraghatta on March 14, 2010. The exhibition was inaugurated by Smt. D. Purandeswari, Union Minister of State for Human Resource Development.

Others present on the occasion were Shri Sherigar, Vice Chancellor, Kuvempu University and Shri Pankaj Kumar Pandey, Deputy Commissioner. Smt. Purandeswari in her speech stressed the need to

educate women and the efforts of the Govt. of India to achieve 80 percent literacy rate in the country through Saakshar Bharat - Mission 2012. She said that literate women are the pillars of development and hence, the civil society should join hands with the government to make Saakshar Bharat programme a great

success. She appreciated the role of Jan Shikshan Sansthan in general and Shivmogga Jan Shikshan Sansthan in particular in

imparting vocational training to the under privileged and particularly the rural women.

Smt. S.Y. Aruna Devi, Director, Jan Shikshan Sansthan, Shivmogga briefed the Minister about the programmes undertaken by the Sansthan.



The Dollu team of Jan Shikshan Sansthan performed Dollu Kunitha (a special dance with instruments) which was appreciated by the Minister.

## Trilokpuri Vocational Training Centre



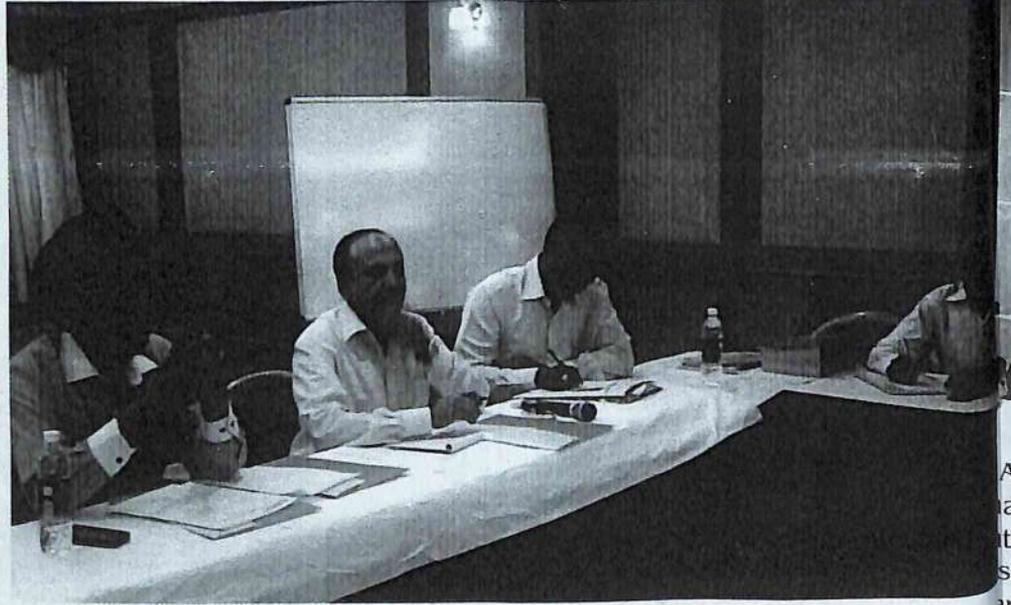
Indian Adult Education Association is conducting vocational training programmes (Cutting and Tailoring and Beauty Culture and Healthcare) for the poor women of Trilokpuri slum cluster at Delhi East. On completion of the duration of the cutting and tailoring course, the practical test was



conducted on March 12, 2010 followed by theory on March 15, 2010. The test was conducted as per the norms and course guidelines given in the standardised vocational curriculum for Jan Shikshan Sansthan prepared by DAE, New Delhi.

All the successful candidates will be given certificates of proficiency by the Association.

## Workshop to Develop Training Manuals



(From L) Jagmohan Singh Raju, A.M. Rajashekhar, S. Ramakrishna, O.P. Arya

A two days workshop was organised by the Directorate of Adult Education, Government of India on March 6-7, 2010 at Hotel Samrat Residency, Bangalore to develop training manuals for Resource Persons, Master Trainers and Volunteer Teachers under Saakshar Bharat. The participants were from the State Resource Centres, University Departments of Adult, Continuing Education and Extension and Experts in Adult Education. Dr. V. Mohankumar, Director, Indian Adult Education Association also participated in the workshop.

The workshop was inaugurated by Shri Jagmohan Singh Raju, Joint Secretary (AE) and Director General, National Literacy Mission Authority. He said that in the entire programme of Saakshar Bharat Volunteer Teachers are the most important functionaries and hence, building their capacity should be

the singular aim of the training programmes. He also said that the training programme for Volunteer Teachers should enable them to transact literacy primes so that the learners acquire basic literacy skills. Thereafter, participants discussed in detail the roles and functions/attributes/skills and contents of each of the category of trainees. The outcome of the workshop was finalising the roles and functions of Volunteer Teachers and the essential skills required to perform their functions.

Smt. B.B. Kaveri, Director Mass Education, Govt. Karnataka, Shri S. Ramakrishna, Joint Director, Shri A.M. Rajashekhar, Joint Director, Shri O.P. Arya, Assistant Director, Directorate of Adult Education, Govt. of India and Dr. A. Mathew, Consultant, NLMA were present at the workshop.

# State Level Orientation Workshop on Saakshar Bharat at Bangalore



(From L) B.B. Kaveri, R.G. Nadadura, Tara Ajay Singh, Jagmohan Singh Raju

progressive thinkers.

Smt. Tara Ajay Singh, Additional Chief Secretary, Govt. of Karnataka inaugurated the workshop. The participants were welcomed by Smt. B.B. Kaveri, Director of Mass Education and Member Secretary, Karnataka State Literacy Mission Authority.

Shri Jagmohan Singh Raju, Director General, National Literacy Mission Authority after giving special address

interacted with the participants with regard to implementation of the programme in Karnataka.

Subsequently, presentations on different topics related to Saakshar Bharat were made by Shri A.M. Rajashekhar, Joint Director, DAE and Dr. Nasim Ahmed, Assistant Educational Adviser, MHRD. The last session with regard to road map for Saakshar Bharat was jointly handled by Dr. R.G. Nadadura, Principal Secretary, School Education, Govt. of Karnataka and Smt. B.B. Kaveri, Member Secretary, KSLMA.

A one day Orientation Workshop on Saakshar Bharat was organised by National Literacy Mission Authority in collaboration with Karnataka State Literacy Mission Authority at Vikasa Soudha, Bangalore on March 6, 2010. The workshop was attended by Commissioners of Public Instruction, RDPR, Health, Directors of Women and Child Development, Field Publicity, Mahila Samakhya, CEOs of 16 Zilla Parishads, 16 District Adult Education Officers, Director and faculty members of State Resource Centre, Mysore, representatives of NGOs and

# State Level Orientation Workshop on Saakshar Bharat at Guwahati

A two days state level orientation workshop was organised by National Literacy Mission Authority at Hotel Ambarish, Guwahati on February 12-13, 2010 in collaboration with State Literacy Mission Authority, Sam and State Resource Centre, Guwahati. Apart from the state and district level officers of Assam, Jharkhand, Madhya Pradesh, Manipur, Sikkim and Tripura, Directors of all the State Resource Centres participated in the workshop. The workshop was inaugurated by Shri Jagmohan Singh Raju, Director General, National Literacy Mission Authority.

Presentations on different topics related to Saakshar Bharat were made by Shri S.R. Dhall, Director (AE), Dr. Nasim Ahmed, Assistant Educational Adviser, Dr. A.

Mathew, Shri A.M. Rajashekhar, Joint Director, DAE and Dr. V. Mohankumar, Director, IAEA.

The communication strategy for North-Eastern states was presented by M/s. Impact Advertising Pvt. Ltd.

The participants divided into groups according to states had prepared state specific road maps which were thereafter presented in the general session.

Shri V.K. Shama, Under Secretary (AE) was also present in the workshop.

On both the days cultural programmes were presented by groups from different states of North-East which included Satriya Dance, Bihu Dance, Mizo Dance and Mising Dance. The participants appreciated the richness of the culture in this region.

# State Level Orientation Workshop on Saakshar Bharat at Pune



(From L) Bhalchandra Desale, T.S. Zanvar, Jagmohan Singh Raju, S.R. Dhall

A two days Orientation Workshop on Saakshar Bharat was organised by National Literacy Mission Authority in collaboration with Maharashtra State Literacy Mission Authority at Pune on February 18-19, 2010. Selected state and district level officers, elected representatives of Panchayati Raj Institutions participated in the workshop. Shri T.S. Zanvar, Chairman, Maharashtra State Literacy Mission Authority inaugurated the programme. The participants were welcomed by Shri Bhalchandra Desale, Director of Adult Education, Govt. of Maharashtra.

Shri Jagmohan Singh Raju, Director, General, National Literacy Mission Authority made

a presentation on Saakshar Bharat and initiated the discussion. Subsequently, presentations on different topics related to the programme were made by Shri S.R. Dhall, Director (AE), Dr. Nasim Ahmed, Assistant Educational Adviser, Dr. V. Mohankumar, Director, IAEA, Dr. A. Mathew, Shri P.S. Udavant, Director, State Resource Centre, Aurangabad and Dr. K.N. Bavale, Director, State Resource Centre, Pune. After every presentation, there was a discussion on the subject.

Format for state action plan was explained by Shri PRA Nair, Under Secretary (AE).

The participants discussed the state action plan in groups and prepared the road map.

डा. शंकरदयाल सृजन  
सम्मान से सम्मानित हुए  
प्रोफेसर हंसराज पाल



हाल ही में भारतीय प्रौढ़ शिक्षा संघ के आजीवन सदस्य डा. हंसराज पाल, प्रोफेसर देवी अहिल्या विश्वविद्यालय, इन्दौर को डा. शंकरदयाल शर्मा सृजन सम्मान से सम्मानित किया गया। यह प्रतिष्ठित सम्मान मध्य प्रदेश हिन्दी ग्रन्थ अकादमी द्वारा प्रदान किया जाता है। डा. पाल को यह सम्मान उनके उत्कृष्ट साहित्यिक एवं अन्तः उल्लेखनीय अकादमिक कार्यों के लिए भारत भवन, भोपाल में आयोजित एक समारोह में श्री लक्ष्मीकांत शर्मा, मंत्री, उच्च शिक्षा विभाग, मध्य प्रदेश के हाथों प्रदान किया गया। मनोविज्ञान में एम.ए. तथा पी.एच.डी की डिग्री प्राप्त डा. पाल इंदौर विश्वविद्यालय में यू.जी.सी. के प्रथम जूनियर एवं सीनियर रिसर्च फेलो रहे हैं। डा. पाल की प्रकाशित पुस्तकों में प्रायोगिक गृह मनोविज्ञान एवं मानव विकास; कक्षा अन्तर्क्रिया प्रक्रिया पाठ्यचर्या : आधार एवं सिद्धांत; उच्च शिक्षा में अध्यापन एवं प्रशिक्षण की प्रविधियां; वाणि सम्प्रेषण; शैक्षिक शोध; प्रगत शिक्षा मनोविज्ञान; पाठ्यचर्या कल, आज और कल प्रतिभाशालियों की शिक्षा; अधिगम नियंत्रण की शिक्षा मापन/आकलन एवं मूल्यांकन तथा वाणिज्य शिक्षण उल्लेखनीय है।

## Obituary

Shri Mohanlal Singhal, a Life Member of IAEA expired in the month of January 2010. He was an eminent leader and in the think tank of Congress Party. He was the former Vice Chairman of State Planning Board, Govt. of Madhya Pradesh. He did his Post Graduation in Philosophy from the Aligarh Muslim University. He was 76.

Shri Arjun Singh Gharu, a Life Member of IAEA expired on February 9, 2010. He was an Advocate of Madhya Pradesh High Court and a veteran socialist leader. He was also a member of the Vidhan Sabha representing Saver (Indore) constituency and Parliamentary Secretary in Madhya Pradesh Government. He was 78.

IAEA deeply mourns their death.

# State Level Orientation Workshop on Saakshar Bharat at Chennai

**“கற்கும் பாரதம்”**  
 மாநில அளவில் முக்கிய அலுவலர்களுக்கான  
 பயிற்சி செயலாங்கு  
**SAAKSHAR BHARAT**  
**STATE LEVEL TRAINING WORKSHOP FOR KEY OFFICIALS**  
 DATE: 10.02.2010 & 11.02.2010  
 VENUE: ANNA INSTITUTE OF MANAGEMENT CHENNAI  
 DIRECTORATE OF NON-FORMAL & ADULT EDUCATION  
 STATE RESOURCE CENTRE CHENNAI



From L) M. Lakshmi, Nasim Ahmed, K. Mathivanan, D. Jaganathan, A. Mathew, R. Rajan, L.G Stephen (standing behind)

The workshop was inaugurated by Shri M. Kutralingam, Principal Secretary, School Education, Govt. of Tamil Nadu. Shri K. Mathivanan, Director (AE), MHRD gave a special address. Smt. M. Lakshmi, Director, Non-formal and Adult Education, Govt. of Tamil Nadu welcomed the participants.

Presentation on topics - Saakshar Bharat, an overview, Training of RPs/MTs/ VTs, Training of Preraks, Coordinators, Survey and Survey Forms, Online Accounting and Fund Flow Mechanism and Mobilisation and Environment Building were made by Shri K. Mathivanan, Director (AE), Dr. Nasim Ahmed, Assistant Educational Adviser, MHRD and Dr. A. Mathew.

The participants then prepared district-wise action plan in groups and finalised the roadmap of Saakshar Programme in Tamil Nadu in the general session.

Dr. R. Rajan, Director and Dr. L.G. Stephen, Programme Coordinator, State Resource Centre, Chennai facilitated the meeting.

A two days Orientation Workshop on Saakshar Bharat is organised by National Literacy Mission Authority in collaboration with Tamil Nadu State Literacy Mission Authority and State Resource Centre at Anna Institute of Management, Chennai on February 10-11, 2010. In all 100 persons participated in the workshop which included Chief Educational Officers (CEOs), District Education Officers, Representatives of District Education Officers (DEOs) from Dharamapuri, Erode, Salem, Perambalur and Villupuram Districts, Officers of Tamil Nadu SLMA and SRC, Chennai.



## महात्मा गांधी यूनेस्को मॅडल से सम्मानित हुए अनिल बोर्डिया



पूर्व केन्द्रीय शिक्षा सचिव श्री अनिल बोर्डिया को सामुदायिक स्वैच्छिक ग्रामीण सेवा कार्य के लिए पिछले दिनों फलोदी के पास एक गांव में महात्मा गांधी यूनेस्को मॅडल से सम्मानित किया गया। ग्रामीण सेवा कार्य के लिए यह मॅडल पाने वाले बोर्डिया देश के पहले व्यक्ति हैं।

बोर्डिया को यूनेस्को के निदेशक श्री परसुरामन ने 18 फरवरी को फलोदी के पास के गांव देगावडी में एक जनसभा में यह मॅडल देकर सम्मानित किया। इस मौके पर यूनेस्को के निदेशक श्री परसुरामन ने जनसभा को संबोधित करते हुए कहा कि श्री बोर्डिया शिक्षा के पर्याय हैं। जब भी शिक्षा की बात होती है उनके योगदान का उल्लेख जरूर होता है। सभा को संबोधित करते हुए श्री बोर्डिया ने कहा कि बिना किसी घोषणा के अपने ही कार्यक्षेत्र के लोगों के बीच यह सम्मान प्राप्त करना मेरे लिए अधिक गौरव की बात है।

# Success Story of Latha



of the financial difficulties in the family, Latha was not satisfied with the same as she wanted regular income by opening a shop which can sell the handicrafts. But she was not having money for initial investment.

The first thing came to her mind was her mother who could earn some money by joining a self-help group promoted by RASS, the parent organisation of Jan Shikshan Sansthan, Tirupati. Hence, Latha joined in, "Mother Theresa Self help group (SHG)" as a member and started the small savings. In course of time she became an active member of the group and hence, she was made as the Group Leader. Her

work. She also encouraged many house wives, school dropout girls to join

in the course. She also met the Municipal Commissioner to allot place to run the training centre. After seeing the interest of the women, the Municipal Commissioner allotted a big hall in a Municipal School free of cost. Latha not only successfully completed her course but also became a Vocational Instructor for JSS for Hand Embroidery course because of her efficiency. She is a popular vocational instructor today because she collects new models from the market, observes closely and shows for quality products which she introduces in the training centre.

Latha also has undergone a one month course on Kalankari at SETWIN as Srikalahasti is famous for "Kalankari" art, a hand made design with natural colors on saree, dress materials, blankets etc. She subsequently started her own production unit which makes sarees on order. For the first time Kalankari and Ari work are introduced together which is called "Aplic work".

The Municipal Commissioner also has allotted a place in the temple premises to sell the products. Very soon the Endowment Department will sanction a room in the temple premises to open a shop.

Latha is confident that she and her group members will increase their income slowly and steadily by introducing new designs which will become popular not only in Srikalahasti but also in other places. Her efforts are the steps for success.



fast growth in the group motivated her neighbours, small women vendors to join in the SHG with the result Latha could form 80 new SHGs in her town.

In the meantime, Jan Shikshan Sansthan, Tirupati started a few vocational training programmes in Srikalahasti town which included Dress Making, Hand Embroidery, Candle Making etc. Latha joined the course on Hand Embroidery and Ari



Latha, aged 26 was born in Tirupati in a poor family. She studied upto 9th standard. She has a brother and sister. At the age of 20 she got married to her close relative at Srikalahasti, a temple town near Tirupati. Her husband is a lorry driver and earns Rs. 4000/- per month. She is a daughter.

As Latha's husband was the only bread winner and the entire family was depending on him, he struggled a lot even to pay the house rent and to meet the expenses for food and clothes. Hence, Latha decided to do some work to support the family. Initially, she started making leaf plates, wire bags and sold the same to the nearby shops which got her about Rs. 1000/- per month. Even though the additional income earned helped a lot to tide over some



## अन्तर्राष्ट्रीय महिला दिवस कार्यक्रम पर संगोष्ठी का आयोजन



जन शिक्षण संस्थान फतेहपुर द्वारा अन्तर्राष्ट्रीय महिला दिवस के शुभ अवसर पर संस्थान के सभागार में एक गोष्ठी आयोजन किया गया। गोष्ठी में संस्थान के लाभार्थियों साथ-साथ आसपास के जन समुदाय एवं लाभार्थियों के वरिष्ठों ने भी भाग लिया। गोष्ठी की अध्यक्षता संस्थान के निदेशक श्री बृजेश चन्द्र श्रीवास्तव ने तथा संचालन संस्थान लेखाधिकारी श्री विजय कुमार श्रीवास्तव ने की। कार्यक्रम की मुख्य अतिथि वरिष्ठ समाजसेवी श्रीमती चन्द्रावती श्रीवास्तव थी। संस्थान के सहायक कार्यक्रम अधिकारी श्री आनन्द कुमार, कार्यक्रम अधिकारी श्रीमती जयका श्रीवास्तव तथा श्री कन्हैया सिंह, सहायक कार्यक्रम अधिकारी श्रीमती अनीता तिवारी, निदेशक बृजेश चन्द्र श्रीवास्तव तथा मुख्य अतिथि श्रीमती चन्द्रावती श्रीवास्तव ने इस अवसर पर सभा को संबोधित किया। श्रीमती चन्द्रावती श्रीवास्तव ने अपने संबोधन में कहा कि आज भी महिलाओं की एक बड़ी आबादी में कुंठा व्याप्त है। उनको बताया है कि हम कुछ नहीं कर सकते जबकि देखा जाय एक महिला को लडकी, पत्नी, बहु, मां की भूमिका भानी होती है और इन सारी भूमिकाओं में वह खरी भी खरती है। ऐसे में आवश्यकता है उन महिलाओं को सशक्त करने की जिनके अन्दर अभी भी कुंठा व्याप्त है। संस्थान की लाभार्थी कु. नेहा ने अन्त में उपस्थित जन समुदाय को महिला सशक्तीकरण हेतु सामूहिक संकल्प प्रकट किया।

## “साक्षरता से महिला सशक्तीकरण” विषय पर संगोष्ठी – रायपुर



अन्तर्राष्ट्रीय महिला दिवस के अवसर पर राज्य संसाधन केन्द्र, रायपुर द्वारा ‘साक्षरता से महिला सशक्तीकरण’ विषय पर एक संगोष्ठी का आयोजन किया गया। कार्यक्रम की मुख्य अतिथि प्राख्यात गायिका सहायक निदेशक आकाशवाणी, रायपुर, श्रीमती मोक्षदा चन्द्राकर थी। कार्यक्रम की अध्यक्षता राज्य संसाधन केन्द्र के गवर्निंग कौंसिल की उपाध्यक्ष एवं वर्षों से अपनी पेन्टिंग्स के माध्यम से समाज पर छाप छोड़ती मशहूर चित्रकार श्रीमती जया भगवानानी थी। विशिष्ट अतिथि साक्षरता एवं महिला सशक्तीकरण के क्षेत्र में वर्षों से कार्यरत श्रीमती शमशाद बेगम थी। इस अवसर पर महिला साक्षरता एवं साक्षरता के क्षेत्र में विशेष योगदान के लिए श्रीमती शमशाद बेगम को प्रधान संपादक, देशबन्धु पत्र समूह एवं एफ्रो एशिया पीपुल्स सालीडारिटी ऑर्गेनाइजेशन के अध्यक्ष श्री ललित सुरजन के द्वारा सम्मानित किया गया। कार्यक्रम का संचालन राज्य संसाधन केन्द्र के प्रलेखन एवं नवाचारी प्रकोष्ठ की प्रभारी श्रीमती शबाना आजमी एवं आभार प्रदर्शन सामग्री निर्माण प्रकोष्ठ की प्रभारी डा. (श्रीमती) मनीषा वत्स द्वारा किया गया।

कार्यक्रम का शुभारंभ अतिथियों के स्वागत के साथ हुआ। तत्पश्चात राज्य की प्रथम महिला श्रीमती सुष्मिता दत्ता के शुभकामना संदेश को पढ़ा गया। राज्य संसाधन केन्द्र के निदेशक श्री तुहिन देब ने इस कार्यक्रम का उद्देश्य बताते हुए अन्तर्राष्ट्रीय महिला दिवस आरंभ होने के बाद विश्व के विशिष्ट हिस्सों में महिलाओं में आई जागृति का विस्तृत उल्लेख किया। कार्यक्रम की अध्यक्षता कर रही श्रीमती जया भगवानानी ने अपने अध्यक्षीय उद्बोधन में कहा कि समाज के समस्त पुरुष व महिला संकल्प लें कि साक्षरता के लिए वे भी साक्षर भारत अभियान का हिस्सा बनेंगे।

संगोष्ठी में भाग ले रही प्रबुद्ध महिलाओं में श्रीमती मंजू लता साहू, श्रीमती वर्षा रावल (जन शिक्षण संस्थान, रायपुर), सुश्री निधि सेन (प्रिया, एनजीओ) आदि ने अपने विचार रखे। राज्य साक्षरता मिशन प्राधिकरण के परियोजना प्रबंधक श्री दिनेश टांक द्वारा महिलाओं पर केन्द्रीत गीत भी गाया गया।

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

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Signature of Publisher

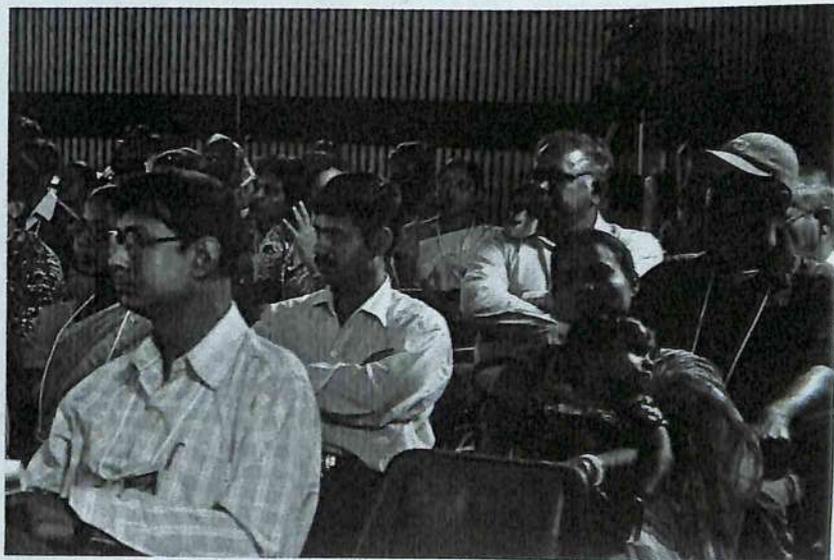


### World Peace March 2010

The World Peace March from Bodh Gaya to Rajgir was jointly organised by Bihar Chapter of Indian Adult Education Association, Mahabodhi Society of India, Korean Sangha, Vietanamese Sangha, Thailand Group, Inter Faith Forum and Lifeline Nursing Home, Gaya on February 6-7, 2010 in which around 700 people participated including Buddhist Monks. The objective of the March was to create awareness among the common masses towards promotion of humanity and peace which is a right of every individual.

The March was lead by Ven. P. Seewelee Thero of Sri Lanka, Ven. S. Maha Thera of Thailand, Ven. Shanti Mitra, Bhikkuni Thinh - Nanh from Vietnam and Shri A.H. Khan, Vice President, Indian Adult Education Association.

# International Conference on Social Communication Cinema

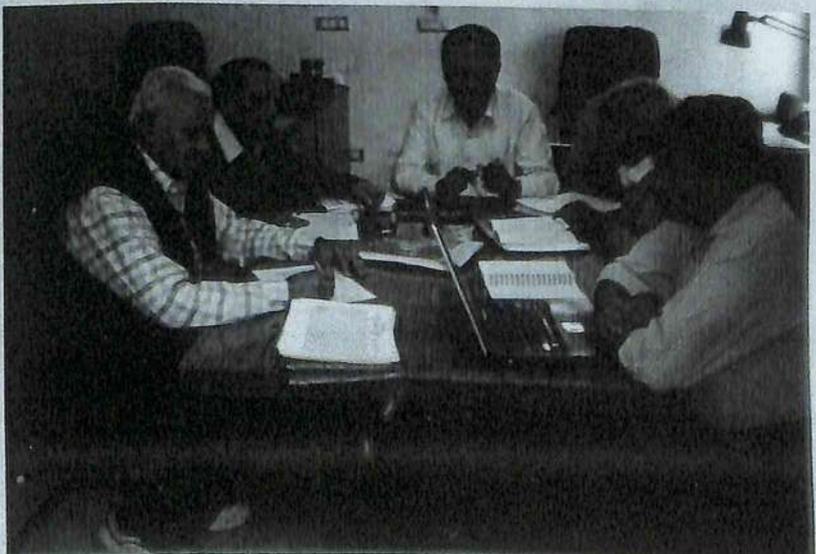


(From L) Biswajit Chatterjee, K.C. Choudhary, Madan Singh

Roop Kala Kendro, Kolkata had organised the IX International Social Communication Cinema Conference at Andan in Kolkata from February 15-21, 2010. On the request of Prof. Asoke Bhattacharya, Director and CEO, Roop Kala Kendro, Shri K.C. Choudhary, President and Dr. Madan Singh, General Secretary, Indian Adult Education Association, New Delhi participated in the conference. They also acted as panelists in the discussion along with Prof. Biswajit Chatterjee, Dean, Faculty of Arts, Jadavpur University, Kolkata on the theme "Right to Education" which was held on February 16, 2010 at 4:30 p.m.

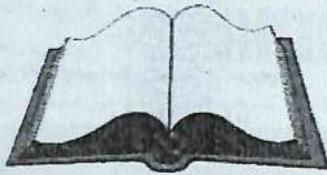
## Review of JSS Annual Action Plan

On the request of the Directorate of Adult Education, Govt. of India the Annual Action Plans of 207 Jan Shikshan Sansthan for the year 2010-11 were reviewed by a committee from February 22-27, 2010 at the office of Indian Adult Education Association. The members were Dr. V. Mohankumar, Director, Indian Adult Education Association, Shri R.K. Chhabra, former Director, Jan Shikshan Sansthan, R.K. Puram, New Delhi and now working as Senior Consultant in Centre for Extension Education, IGNOU, Shri V.K. Ahuja, former Assistant Director of Training, O/o DGE&T, Ministry of Labour and then Principal, Regional Vocational Training Institute, Tura (Meghalaya) and Indore (MP), Shri Prem Chand, Senior Consultant, Indian Adult Education Association and Shri Bipender Gupta, IT Specialist. The report with all the recommendations were submitted to Shri S. Ramakrishna, Joint Director, DAE.



(From L) V.K. Ahuja, R.K. Chhabra, V. Mohankumar, Prem Chand, Bhupinder Gupta

## Documents



Nicola, Andrea Di and others. **Prostitution and Human Trafficking: Focus On Clients.** Springer Verlag. 2008. 255p.

While the trafficking of women for prostitution has been the subject of numerous studies, *Prostitution and Human Trafficking* is the first book to focus on demand as a key factor in the equation. In order to do this, the editors adopted a double approach: on the one hand, a "virtual ethnography" was developed that focused on the analysis of specialized forums on the web and that used an anonymous internet questionnaire as an interview method. On the other, fieldwork allowed national research teams to collect interviews and data from likely clients of trafficked prostitutes, prostitutes themselves, from police officers involved and from national experts.

Who is the client of trafficked prostitution? What fuels the demand for trafficked prostitution as opposed to other forms? Which are the most effective policies for what type of prostitution? The research in this book aims to answer these questions with an innovative approach. The editors have explored the hidden world of human trafficking for prostitution and profiled its clients. In doing so, they have refuted some common stereotypes about clients while inspiring the elaboration of balanced guidelines for managing prostitution, protecting the victims and thus tackling its undesired

trafficking component.

*Prostitution and Human Trafficking* is highly recommended for researchers in the fields of criminology, sociology and law as well as for the law enforcement and legal communities. The book is also recommended for organizations and policymakers involved in fighting organized crime in general and human trafficking in particular.

Elfert, Maren ed. **Family Literacy: A Global Approach to Lifelong Learning.** UNESCO Institute for Lifelong Learning, Hamburg, Germany. 2008, 56p.

In November 2007, the UNESCO Institute for Lifelong Learning brought together family literacy practitioners and researchers from all over the world to take stock of policies, practices and research in the field of family literacy and to explore the relevance and potential of family literacy within the fields of adult education and lifelong learning. This publication contains the report from this meeting as well as overviews of all the projects presented therein.

UNFPA, WEDO. **Climate Change Connections: A Resource Kit on Climate, Population and Gender.** UNFPA, WEDO. 2009. 39p.

UNFPA and WEDO have developed a comprehensive resource kit on gender, population and **climate change.** Learn how gender equality can reduce vulnerability to climate change impacts and how women are uniquely positioned to help curb the harmful consequences of a changing climate.

Climate change is already impacting populations and ecosystems around the globe. Exacerbating poverty and leading to infrastructural breakdown, it threatens to set back development efforts by decades, profoundly affecting all of us.

But the impact won't be felt equally. Those with the fewest resources will be most susceptible to its negative effects - particularly women, the majority of the world's poor. At the same time, women's vulnerability can obscure the fact that they are an untapped resource in efforts to cope with the effects of climate change and reduce the emissions that cause it. As innovators, organizers, leaders, educators and caregivers, women are uniquely positioned to help curb the harmful consequences of a changing climate. Incorporating a gender perspective into climate change policies, projects and funds is crucial in ensuring that women contribute to and benefit from equitable climate solutions.

UNFPA. **UNFPA 2008: Annual Report.** UNFPA, 2009. 44p.

The report shows how the organization's projects and technical assistance helped programme countries move closer toward realizing the goals of the International Conference on Population and Development's Programme of Action and the Millennium Development Goals. Achievements cited in the report include the initiation of a Maternal Health Trust Fund, which is helping improve the health of mothers and newborns in 11 countries, the provision of medical and family-planning supplies to 50 countries that experienced humanitarian crises, and the building of national capacities to carry out censuses in 2010 to generate data needed for the development of policies and strategies for tackling poverty and creating opportunities for vulnerable groups. The report also shows how UNFPA continued decentralizing its operations to bring the organization closer to the people it serves.

SC Dua and Neha Gupta

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

Tel: 011-23379306, 23378206, 23379282

E-mail: [iaea\\_india@yahoo.com](mailto:iaea_india@yahoo.com)

Editor: **Dr. Madan Singh**

Website: [iaea-india.org](http://iaea-india.org)

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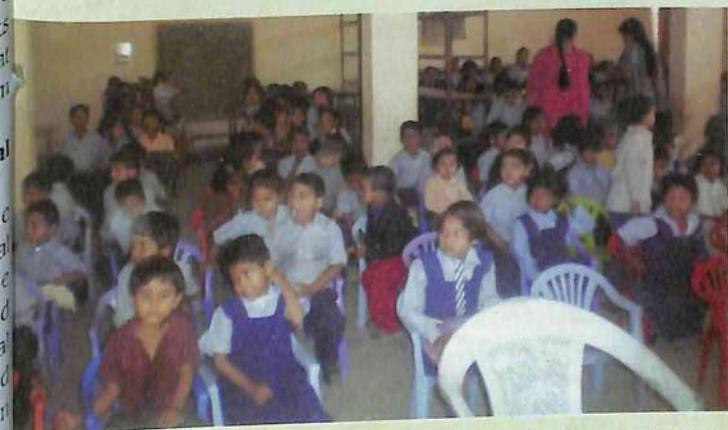
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April 2010



INDIAN ADULT EDUCATION ASSOCIATION

## Education a Fundamental Right of Children



group has come into effect from April 1, 2010. With this India has joined a select few countries in the world where education is a fundamental right.

According to an estimate there are 22 crore children in the age-group 6-14, out of which 92 lakh children are out of school. In view of the Right to Education Act come into force, efforts will be taken to enroll all these children in schools. Such children will be identified both by the officers and the schools concerned. In this regard private schools also have a role to play. They are now compelled to reserve 25 percent seats for the children of deprived society.

It is estimated that Rs. 1,71,000 crore is needed to implement compulsory education for the next five years.

The Right of Children to Free and Compulsory Education Act, enacted the Parliament in August 2009 which aims to provide free and compulsory education upto class VIII to all children in 6-14 age-

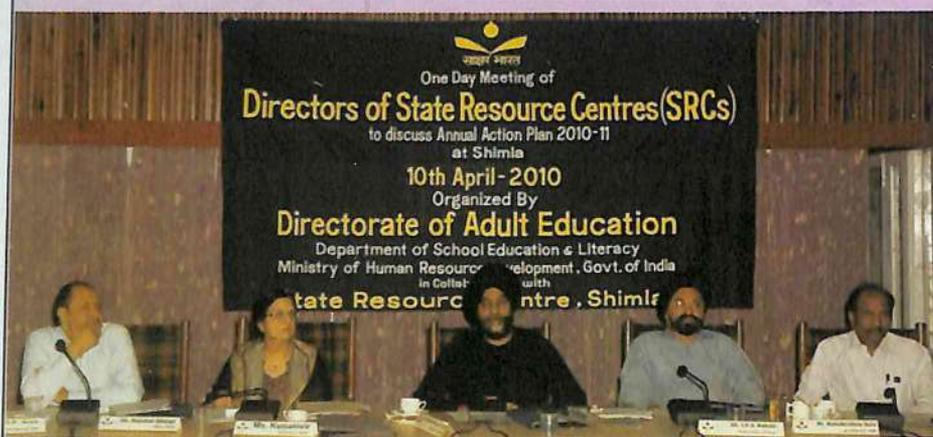
## Meeting of the Gujarat Branch of IAEA

A meeting of the Gujarat Branch of Indian Adult Education Association was held on March 26, 2010 at the campus of Environmental Sanitation Institute, Gandhi Nagar. On the request of Dr. Mafatlal Patel, Chairman of the Gujarat Branch of IAEA, Shri K.C. Choudhary, President and Dr. Madan Singh, General Secretary, Indian Adult Education Association attended the meeting. Shri Ishwar Bhai Patel, Founder Director, Environmental Sanitation Institute and a Padmashri recipient also attended the meeting as a special invitee.

Apart from the routine agenda items discussed in



the meeting, the state branch members unanimously requested the President, IAEA to hold the 59th All India Adult Education Conference at Gandhi Nagar, preferably from December 23-26, 2010 and assured all cooperation to make the conference a success.



(From L-R) Nasim Ahmad, Kusum Vir, Jagmohan Singh Raju, IPS Bakshi, S. Ramakrishna

A one day meeting of the Directors of State Resource Centres was organised by the National Literacy Mission Authority/Directorate of Adult Education at Himachal Institute of Public Administration, Shimla on April 10, 2010 to discuss and finalise the format for presentation of Annual Action Plan 2010-11. Shri Jagmohan Singh Raju, Director General, NLMA chaired the meeting. In all representatives from 21 State Resource Centres attended the meeting.

Shri Jagmohan Singh Raju in his address said that the SRCs need to focus on innovations and provide

## Meeting of the Directors of State Resource Centres

different models for adult education which can be adopted by implementing agencies. He also desired the SRCs to act as think tanks and tune their activities for providing solutions to the challenges coming in

the way of implementing adult education programmes. He was of the opinion that the role of SRCs is crucial in translating Saakshar Bharat into reality. Shri Raju also said that the scenario has changed a lot in the villages today and the literacy programme now requires a lot of infusion of latest information and communication technologies.

Shri IPS Bakshi, Deputy Secretary, Dr. Nasim Ahmad, Assistant Educational Adviser from NLMA, Smt. Kusum Vir, Director, Shri S. Ramakrishna, Joint Director, Shri O.P. Arya, Assistant Director from DA were also present in the meeting.

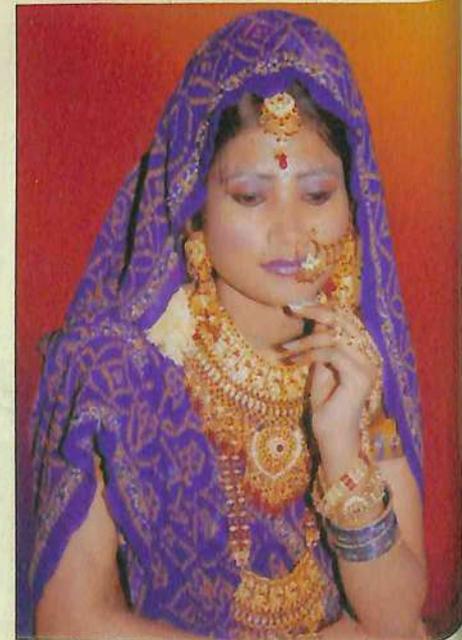


Sangeeta in bridal make-up

Indian Adult Education Association is having Lifelong Learning Centre at Trilokpuri in which two vocational courses of six months duration - Cutting and Tailoring and Beauty Culture and Healthcare are conducted.

The first batch of four learners who have completed the course Beauty Culture and Healthcare were administered practical test on March 12, 2010 in which the learners have made bridal make-

## Aajeevan Shiksha Kendra, Trilokpuri



Geeta in bridal make-up

up which was appreciated by all. The theory test was conducted on March 15, 2010.

All the four learners have successfully passed the tests.

# Certificate in Library Science

Indian Adult Education Association is an accredited Institution with National Institute of Open Schooling (NIOS) to conduct Certificate Course in Library Science (CLS). This course has three papers. They are Organisation of Library Materials, Libraries : Functions and Services and Records of Library. As prescribed by NIOS, a sum of Rs. 1500/- is collected from the

students at the time of admission and Rs. 375/- towards examination fee for all the three papers.

The second batch is ongoing in which there are eight students who will be appearing in the final examination in May 2010.

In the meantime, admission for third batch is already on.

## Signing of MOU by NLMA with TRIFED and NSTFDC



In order to facilitate the trainees of Jan Shikshan Sansthan belonging to Scheduled Tribes to avail not only loan facilities but also market their produce, a Memorandum of Understanding was signed between the National Literacy Mission Authority (NLMA) with Tribal Cooperative Marketing Development Federation of India Limited (TRIFED) and National Scheduled Tribes Finance and Development Corporation (NSTFDC) in the meeting held at FICCI Auditorium on March 25, 2010. The Memorandum was signed on behalf of NLMA by Shri Jagmohan Singh Raju, on behalf of TRIFED by Dr. Bachittar Singh, Joint Secretary, M/o Tribal Welfare and Managing Director, TRIFED and on behalf of NSTFDC, Shri Gur Saroop Sood, Chairman and Managing Director, NSTFDC. On this occasion Shri Kantilal Bhuria, Union Minister of Tribal Welfare, Smt. D. Purandeswari, Union Minister of State for Human Resource Development, Smt. Anshu Vaish, Secretary, Department of School Education and Literacy, officers of NLMA, Ministry of Tribal Welfare and Directorate of Adult Education were present. Dr. V. Mohankumar, Director, Indian Adult Education

Association also attended the meeting as an invitee.

Before the signing ceremony, Shri Jagmohan Singh Raju, Director General, NLMA presented a road map for improving the functioning of the Sansthan in which he detailed the steps proposed to be taken by NLMA and the actions to be taken at the level of Jan Shikshan Sansthan to regain the credibility of the institutions so that their work is appreciated not only by the planners and administrators but also by the parliamentarians. He also said that at any cost the functioning of the institutions should be streamlined before March 2011. After the presentation a general discussion was held in which a number of points were raised by Chairmen for which clarification was given by Shri Raju.



The meeting was also addressed by Union Minister of State for Human Resource Development, Union Minister of Tribal Welfare and Joint Secretary, M/o Tribal Welfare and Managing Director, TRIFED. All of them appreciated the efforts of National Literacy Mission to streamline the functioning of Jan Shikshan Sansthan and special interest shown for the welfare of Scheduled Tribe beneficiaries in the vocational training programmes.



# Meeting on Reforms and Innovations in the Scheme of JSS



(From L-R) SPS Sangwan (addressing the gathering), Kusum Vir, S. Ramakrishna, V. Mohankumar, Siddhartha Maiti

A Consultative Meeting with Stakeholders on Reforms and Innovations in the scheme of Jan Shikshan Sansthan was organised by the National Literacy Mission Authority on March 25, 2010 at FICCI Auditorium, New Delhi. Chairmen and Directors of Jan Shikshan Sansthan from all over the country participated in this meeting.

Shri S. Ramakrishna, Joint Director, Directorate of Adult Education, Govt. of India made a presentation on Jan Shikshan Sansthan in which he traced the history, progress of the Sansthan over the years and their present status as premier institutions in the area of vocational training. He also presented their future role in Saakshar Bharat.

Smt. Kusum Vir, Director, Directorate of Adult Education, Govt. of India in her presidential

address gave a detailed account of Saakshar Bharat, a mission approach to educate seven million adult illiterates in a time bound manner with assured follow-up in continuing education.

Shri SPS Sangwan, Director (NLM) while addressing the participants said that vocational training is important for economic self reliance of the poor and downtrodden and hence, Jan Shikshan Sansthan should plan and conduct training programmes on such vocations which have market potential for wage employment or self employment.

Dr. V. Mohankumar, Director, Indian Adult Education Association and Shri Siddhartha Maiti



Senior Manager, Tribal Cooperative Marketing Development Federation of India Limited were also present in the meeting.

## Cost Estimation Workshop at Bhopal



On the instructions of the Directorate of Adult Education, Govt. of India a one day workshop was organised at National Institute of Technical Teachers Training & Research (NITTTR), Shyamla

Hills, Bhopal on March 18, 2010 to work out cost estimates for teaching-learning material and honorarium to Resource

Persons for the selected/popular vocational courses conducted by the Jan Shikshan Sansthan in Madhya Pradesh so that the same is uniformly followed by all the Sansthan. Directors of all the Jan Shikshan Sansthan in Madhya Pradesh participated in the workshop.

Shri S.A. Hussain, Director i/c, JSS, Hoshangabad and Coordinator of the workshop made a brief presentation on the outcome of Bangalore workshop and the benefits of cost estimation particularly for the raw materials which were followed by preparation of state plan of vocational courses based on the market survey.

Shri Rajiv N. Tiwari, Director, JSS, Bhopal proposed the vote of thanks.

# Task Force Meeting on Learner Assessment

A two-day meeting of the Task Force on Learner Assessment was held in the Committee Room of DAE, New Delhi on April 6-7, 2010. The meeting was convened by State Resource Centre, Indore. Members attended were Dr. V. Mohankumar from Indian Adult Education Association, Shri A.M. Rajashekhar from DAE, Dr. A. Mathew and Smt. Neerja Consultants of NLM, Smt. Anjali Aggarwal, Smt. Archana Bajpayee and Smt. Seema Vyas from SRC,



Indore, Dr. Mridula Seth from Lady Irwin College, Dr. Rajesh and Dr. Dixit from University of Delhi, Shri Gurbachan Singh from the Directorate of Public Instruction, Govt. of Madhya Pradesh, Bhopal, Shri Arun Srivastav, NGO representative and Smt. Surekha Anwekar from DIET, Indore. The Task Force recommended the procedure for learner assessment under Saakshar Bharat including model questions for reading, writing and arithmetic.

## Distribution of Spectacles to Children



Association.

Smt. Kalpana Kaushik, Programme Officer, Indian Adult Education Association handed over 46 spectacles to the Principal of Lakhi Public School, Taimur Nagar, 37 spectacles to the Principal of New Cosmos Public School, Taimur Nagar and 28 spectacles to the Principal of St. Gee Vargeese Public School, Taimur Nagar on April 6, 2010.

Shri S.C. Dua, Consultant, Indian Adult Education Association handed over 74 spectacles to the Principal of Cosmos Public School, Vasundhra Enclave on April 7, 2010 out of which 32 were for the children of Vasundhra Enclave branch of the school and the remaining 42 were for the Badarpur Border branch of the school.

The expenditure to organise the camps and the cost of spectacles was borne by Eye Care Foundation, Mumbai.

The Indian Adult Education Association conducted Eye Camps in various private schools in Delhi with the help of qualified doctors and technicians. On the recommendation of the doctors 23 spectacles were distributed to students of Bal Vikas Vidyalaya, Kilokari Village on April 6, 2010 by Smt. Veena Mahajan, Administrative Officer, Indian Adult Education

# Strengthening Higher Education through Philanthropic Approach



Hon'ble Governor inaugurating the symposium. On her right is Dr. Dipchand Gardi and to her left is Dr. Kamlesh Joshipura. Prof. Ved Prakash, Vice Chairman, UGC is to the left of Dr. Joshipura.

An all India Vice Chancellors' Meet on "Strengthening Higher Education in India through Philanthropic Approach" was organised by Saurashtra University and Gardi Vidyapith, Rajkot on the April 3-4, 2010 to address the various challenges and opportunities the field of higher education is facing in these times especially against the backdrop of, on the one hand, the Right to School-level Education Bill becoming a reality and, on the other, doors being made open to foreign higher education institutes to set up their houses in India. The Meet was actually a brainchild of distinguished philanthropist of the country Dr. Dipchand Gardi, who was generous enough to sponsor the entire event. Dr. Gardi, blessed with active life in his 96th year, and one who over a decade has donated Rs. 30 crore to Saurashtra University alone, wanted to share his vision of a new model for higher education through a philanthropic approach with the various captains of higher education. Against the grim reality that 90% of Indian youth are unable to access higher education, Dr. Gardi's dream is to financially / materially support at least 10% more meritorious students in India in all the professional, vocational and other streams of higher education.

The Vice Chancellors Meet was organised to explore the possibilities of implementing this revolutionary project whereby the Public-Private Partnership (PPP) Model was sought to be redefined and at the same time balance on one hand the demand of increasing the gross enrolment of students in higher education institutions and also

meet the employability standards of the other.

The Inaugural Session of the Meet was addressed by Her Excellency, the Governor of Gujarat, Dr. Kamala, Dr. Ved Prakash, Vice Chairman, UGC, Dr. Dipchand Gardi, Prof. A.K. Singh, Convenor, Gujarat Knowledge Consortium (GKC), and Dr. Kamlesh Joshipura, Vice Chancellor, Saurashtra University, Rajkot. The Valedictory Address was delivered by Prof. H. A. Ranganath, Chairperson, NAAC, Bangalore.

The two days of the Meet were spread out into several vital sessions of brainstorming and panel discussions by a group of 4-5 panelists with interaction from the learned audience of Vice Chancellors and special invitees. The Panel Discussions were on the areas like: "Access and Equity in Indian Higher Education through Philanthropy", "Financial Management and Resource Generation in Higher Education", "Foreign Universities in India", "Convergence of University Systems in India", "From Knowledge Society to Value-based Society", and "Higher Education in India: Challenges and Opportunities". A total of around 80 Vice Chancellors and another 20 special invitees and representatives of higher education institutions from all over the country actively participated in this Meet. Shri K.C. Choudhary, President, Indian Adult Education Association and Shri H.C. Parekh, Member, Executive Committee, Indian Adult Education Association participated in this Meet as special invitees.

The Meet also saw meritorious proposals of higher education presented before the renowned philanthropist Dr. Dipchand Gardi for his consideration of philanthropic support. The highlight of the Meet was passing of a Resolution by all the heads of higher education institutions to implement Dr. Dipchand Gardi's vision of supporting meritorious students from the economically weaker sections of the society in the 10% superannuation seats of the universities from the academic year 2010-11.

## Expert Committee Meeting to formulate M.A. (Adult Education) Programme

The School of Extension and Development Studies, Indira Gandhi National Open University (IGNOU) proposes to start Master of Arts in Adult Education for which an Expert Committee has been formed with members drawn from different fields and institutions. Dr. V. Mohankumar, Director, Indian Adult Education Association is a member of this Committee.

The first meeting of Expert Committee was held on April 8, 2010 at the Convention Centre in IGNOU campus. Prof. V.N. Rajasekharan Pillai, Vice Chancellor and Prof. Parvin Sinclair, Pro-Vice Chancellor,

IGNOU gave introductory remarks. Dr. M.V. Lakshmi Reddy, Reader, School of Education coordinated the meeting.

The members discussed in detail the draft material prepared by the department and finalised the titles of the courses, blocks, units and themes. This course will be a follow-up of the one year Post Graduate Diploma Course in Adult Education already being conducted by IGNOU and will be of great use to the unemployed youth and persons working in the field of non-formal, adult and lifelong education.

## Obituary



Dr. Amrik Singh, an eminent academician, literateur, educationist, and former Vice-Chancellor of Punjabi University, Patiala passed away in New Delhi on March 23, 2010. He was 89.

Dr. Amrik Singh was the Life Member of Indian Adult Education Association from 1967 and Treasurer of the Association in 1975 and 1976.

He served as the President of International Congress of University Adult Education for 10 years.

## प्रशिक्षण कार्यशाला, शाहजहांपुर (उ.प्र.)

जन शिक्षण संस्थान, शाहजहांपुर के तत्वाधान में अनुदेशकों एवं संस्थान कर्मियों के क्षमता विकास हेतु मार्च 18-19, 2010 को एक प्रशिक्षण कार्यशाला का आयोजन किया गया। यह आयोजन राज्य संसाधन केन्द्र, उ.प्र., लखनऊ एवं स्वामी शुकदेवानन्द सरस्वती स्नातकोत्तर महाविद्यालय, शाहजहांपुर का सम्मिलित प्रयास था। दो दिवसीय इस प्रशिक्षण कार्यशाला में राज्य संसाधन केन्द्र उ.प्र. लखनऊ की समन्वयक डा. उमा विष्ट, स्वामी

शुकदेवानन्द सरस्वती स्नातकोत्तर महाविद्यालय, शाहजहांपुर के प्राचार्य, डा. अक्वीश कुमार मिश्र एवं बी.एड. विभाग के विभागाध्यक्ष डा.

प्रभात कुमार शुक्ल ने भाग ले रहे कर्मियों को बहुआयामी प्रशिक्षण प्रदान किया।

कार्यशाला के पहले दिन 'जीवन कौशल' विषय पर तथा दूसरे दिन 'जनसंख्या एवं विकास शिक्षा' विषय पर प्रशिक्षण प्रदान किया गया। इस प्रशिक्षण कार्यशाला में सिलाई-कढ़ाई, इन्वर्टर रिपेयरिंग, कालीन बुनाई,



मोटर एवं ट्रांसफार्मर रीवाइडिंग, फ़ैब्रिक पेन्टिंग, कारचोबी/जरदोजी, मेंहदी अनुप्रयोग, चिकन कढ़ाई, फोम बैग, सौन्दर्य सम्बर्धन, हेयर कटिंग, प्लम्बिंग, स्क्रीन प्रिंटिंग, फल संरक्षण आदि ट्रेडों के अनुदेशक तथा समस्त कर्मचारियों ने भाग लिया।

कार्यक्रम अधिकारी, श्री ओम प्रकाश त्रिपाठी, सहायक कार्यक्रम अधिकारी, श्री राकेश गंगवार सहित अन्य कर्मियों ने भी कार्यशाला संचालित करने में अपना भरपूर सहयोग दिया।



# Seminar on Augmenting Literacy among Minorities with Focus on Women



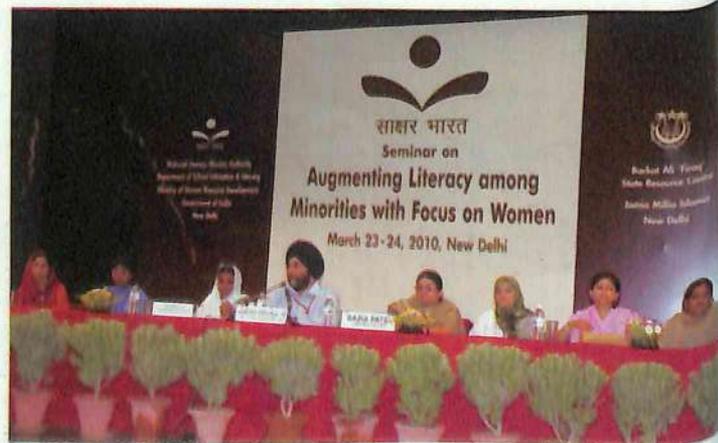
A seminar on Augmenting Literacy among Minorities with Focus on Women was organised by the National Literacy Mission Authority in collaboration with Barkat Ali 'Firaq' State Resource Centre, Jamia Millia Islamia, New Delhi on March 23-24, 2010 at Dr. M.A. Ansari Auditorium, Jamia Millia Islamia. The main objective of the seminar was to hold consultation with stakeholders on the core issues, essentially on the impediments and barriers, investigate the positive deviance noticed in the case of Maharashtra and Kerala and come up with 'Out of Box Strategies and Ideas' to accelerate literacy among Minorities, specially Muslims. In all around 300 people participated in the seminar which included parliamentarians, senior officials of the Ministry of Human Resource Development, senior faculty and officials of Jamia Millia Islamia, Chairperson of Internal Task Force on Muslim Minority, activists, community leaders, PRI representatives, representatives from corporate sector, writers, media persons, VTs and neo-literates.

In the beginning, Shri Jagmohan Singh Raju, Director General, National Literacy Mission Authority made a powerpoint presentation on

the subject which led to useful discussion. This was followed by a panel discussion which was presided over by Smt. D. Purandeswari, Union Minister of State for Human Resource Development. Smt. Anshu Vaish, Secretary, Department of School Education and Literacy, Ministry of Human Resource Development was the moderator.

Discussions were also held on the following sub-themes:

- Communication Strategies for Mobilising Participation of Minorities especially Women in Literacy.



- Impact of Gender Issues in Literacy among Minorities.
- Involvement of Community Leadership and Institutions in Promoting Literacy.
- Promotion of Literacy & Intelligentsia.

The concluding session was conducted as an 'Open House' in which stakeholders participated freely in the discussion and asked a number of questions relating to Saakshar Bharat which was duly answered by Shri Jagmohan Singh Raju.

# What is Literacy?

According to UNESCO, Literacy is the ability to read and write in mother tongue.

A person is literate who can with understanding both read and write a short simple statement on his/her everyday life.

A person is functionally literate who can engage in all those activities in which literacy is required for effective functioning in his/her group and community and also for enabling him/her to continue to use reading, writing and calculation for his/her own and the community's development.

## Courses conducted by CEE, IGNOU

Centre for Extension Education (CEE), Indira Gandhi National Open University (IGNOU), New Delhi is offering a number of courses. Some courses which are of importance to those working in the field of Community Development/Adult Education/Lifelong Learning. They are:

- M.A. in Participatory Development
- Diploma in Lifelong Learning
- Diploma in Youth in Development Work
- Advanced Diploma in Participatory Development
- PG Diploma in Participatory Development
- PG Certificate in Participatory Development
- Ph.D. in Extension Education
- Ph.D. in Community Outreach

## Saakshar Bharat - Sensitisation Programme for Key Functionaries



(From L-R) R. Rajan, D. Jagannathan, M. Lakshmi, M. Kutralingam, M. Vijayakumar (Perambalur District Collector), R. Palaniswamy (Villupuram District Collector)

the participants about the objectives of Saakshar Bharat and strategy for implementation of the programme.

Shri D. Jagannathan, Advisor, SLMA explained in detail the role to be played by committees at district, block and Gram Panchayat levels.

Dr. R. Rajan, Director, State Resource Centre explained the importance of training RPs, MTs, VTs and Coordinators at the district/block level and Preraks at village level for effective

Tamil Nadu State Literacy Mission Authority organised two sensitisation programmes on Saakshar Bharat for the district level key functionaries at Villupuram on March 10, 2010 (for Villupuram and Perambalur districts) and at Salem on March 12, 2010 (for Salem, Dharmapuri and Erode districts). District Collectors, Chief Education Officers, Additional Chief Education Officers (SSA), District Adult Education Officers and District Education Officers participated.

Shri M. Kutralingam, Principal Secretary, Department of School Education, Govt. of Tamil Nadu presided over the meetings.

Smt. M. Lakshmi, Director of Non-formal and Adult Education, Govt. of Tamil Nadu briefed



(From L-R) R. Rajan, R. Subalai Kannan (Erode District Collector), J. Chandrakumar (Salem District Collector), M. Kutralingam, M. Lakshmi, D. Jagannathan

implementation of the programme. He also explained the teaching-learning materials and Guidebook prepared by the SRC.

# Legal Awareness Programme

The National Commission for Women has sanctioned Rs. 2.00 Lakh to Indian Adult Education Association to organise ten Legal Awareness Programmes at Mhow and Manpur (MP), Lucknow and Kanpur (UP), Gandhigram (TN), Bodh Gaya (Bihar), Narendrapur and Bakreshwar (WB) and Udaipur and Ajmer (Raj). The topics to be covered are Women and Constitution, Women and Family Laws, Women and Panchayati Raj, Law against Domestic Violence, Right to Information and Child Marriage, Prostitution and Dowry. The dates are being finalised with the state branches.



Gayan Bayan



Bihu Dance



Mising Dance



Bodo Dance

## Dances of North-East

North-Eastern states - Assam, Arunachal Pradesh, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim and Tripura are famously called eight sisters. They are culturally rich. Each state is famous for different dance forms and the performers do the dances with a lot of rhythm.

State Resource Centre, Assam has sent a few photographs of different dance forms which were performed during the state level workshop conducted by NLMA in collaboration with Assam SLMA in the month of February 2010.

### Gayan Bayan

Gayan Bayan is a part of Satriya culture and gift of Vaisnavite movement which started in 16th century. Khol and Bortal are used in the dance.

### Bihu Dance

There are several traditional festivals in Assam but Bihu is the most important festival of the state. Bihu dance is the folk form of Assamese culture. Young boys and girls sing and dance to the rhythmic beats of the traditional music.

### Mising Dance

The Mising dance is performed during the harvesting festival by the Mising community both in Assam and Arunachal Pradesh. This festival falls on the first Wednesday of Assamese month "Phagun".

### Bodo Dance

Bodo dance is known as Bagurumba Dance and a popular one in Assam. The dance is usually performed during the festivals and special occasions.

# Courses conducted by DACE, University of Madras

Department of Adult and Continuing Education, University of Madras has announced the following courses from the academic year 2010-11.

- Ph.D. interdisciplinary (full/part time)
- M. Phil. in Continuing Education Management (full/part time)
- M.A. Continuing Education Management
- PG Diploma in Extension and Development Administration
- Diploma in Travel and Tourism Management
- Certificate Courses in Blogging, Hospitality Management, Preprimary Education, Skin Care Beauty Therapy, NGO Management, Clinical Nutrition and Dietetics, Women's Studies, Computer Hardware and Maintenance, TV News reading and Compering, Functional English and Public Speaking, Webpage Design, Computer Accountancy and Office Automation (all in self supportive mode).

## Success Story

### "I can do it" says Sujatha



Sujatha, a native of Chandragiri town near Tirupati lost her husband when she was 24 years old. She has two children who are studying in standard 10th and 8th. When her husband died she was in debt of more than Rs. 30,000/- which she borrowed for the medical expenses of her husband. She could not get any help from any other source including from her in-laws. However, a small help came from her mother who is working in a Rural Health Centre as Sweeper. Sujatha also joined as helper in a Crèche run by an NGO for a paltry sum Rs.600/- per month.

The year 2006 was a turning point in her life when a well wisher who is an employee in RASS, the parent organisation of JSS, Tirupati advised her to undergo training in a vocation of her choice. She with a great hesitation reached the JSS and took courage to join in tailoring course. After some days she joined in Beautician course and thereafter, she also joined in Dress Making, Candle Making, Detergent Powder Making and Agarbathi Making courses. Finally, she got certificates in all the courses she underwent.

Sujatha was also encouraged by her friends to do degree course through distance mode which she joined. After clearing the first year examinations, now she is in second year. She also started a Beauty Parlor in her house and stitch clothes through which she earns Rs. 4000/- per month. She is also a part time vocational instructor for Candle, Detergent Powder and Agarbathi making courses of JSS, Tirupati which she conducts in the nearby Mandals for which she gets honorarium.

Sujatha is now constructing a small house for her family. Her aim is to give better education and living to her children.

Yes, Sujatha did it.

# राज्यपाल ने दी मुस्लिम महिला सरपंच एवं नवसाक्षरों को बधाई



(क्रमशः बायें से सातवें, आठवें एवं नौवें स्थान पर) माननीय राज्यपाल श्री शेखर दत्त, राज्य की प्रथम महिला श्रीमती सुस्मिता दत्त एवं श्री तुहिन देव

राज्य संसाधन केन्द्र, रायपुर छत्तीसगढ़ के तत्वाधान में मुस्लिम पंच/सरपंच, अनुदेशिका एवं नवसाक्षर महिलाओं का समूह गत 23-24 मार्च को राष्ट्रीय साक्षरता मिशन द्वारा 'साक्षर भारत मिशन' के तहत जामिया मिलिया इस्लामिया विश्वविद्यालय में आयोजित राष्ट्रीय सम्मेलन, नई दिल्ली में भाग लिया। छत्तीसगढ़ के 15 मुस्लिम, नवसाक्षर पंच/सरपंच एवं अनुदेशिका महिलाओं के इस समूह ने वापस लौटकर राज्य संसाधन केन्द्र के निदेशक श्री तुहिन देव, श्रीमती शवाना आजमी (प्रलेखन एवं नवाचार प्रकोष्ठ प्रभारी) एवं सुश्री सोनम (वरिष्ठ प्रोग्राम एसोसिएट) के साथ महामहिम राज्यपाल श्री शेखर दत्त एवं राज्य की प्रथम महिला श्रीमती सुस्मिता दत्त से सौजन्य भेंट की। इस अवसर पर राज्यपाल के प्रमुख सचिव, श्री पी.सी. दलई भी उपस्थित थे।

राज्यपाल श्री शेखर दत्त ने सभी मुस्लिम महिला नवसाक्षरों से आत्मीय संवाद करते हुए नई दिल्ली के राष्ट्रीय कार्यक्रम में भाग लेने के उनके अनुभवों की जानकारी ली। नवसाक्षर श्रीमती मजमून निशा, श्रीमती समीना बेगम, श्रीमती सफीदा बेगम (सभी कोरबा जिला), श्रीमती अनीशा (महासमुंद की अनुदेशिका), श्रीमती नाजनीन (अनुदेशिका सरगुजा जिला), श्रीमती संजीदा परवीन (पंच, सरगुजा) तथा श्रीमती शमशाद शमा ने अपने-अपने अनुभव बताए।

राज्य की प्रथम महिला श्रीमती सुस्मिता दत्त ने राज्य के मुस्लिम महिला कार्यकर्ताओं के प्रतिनिधि मंडल की हौसला अफजाई करते हुए कहा कि आप लोगों ने रूढ़िवादी परंपराओं से संघर्ष कर मुस्लिम महिलाओं को घर से बाहर निकाला यह बहुत बड़ी उपलब्धि है। स्वयं सहायता समूह के माध्यम से आप लोग साक्षरता तथा आय ऊर्पार्जन

दोनों क्षेत्र में कार्य कर रहे हैं। इसके लिए आप सभी को तथा राज्य संसाधन केन्द्र में बधाई देती हूँ। भविष्य में भी कामयाब आपके कदम चूमें यही हमारी कामना है।

राज्यपाल महोदय ने सभी को बधाई देते हुए कहा कि आप शिक्षा के आलोक में आ रही हैं यह खुशी की बात है। आप जिस संघर्ष से स्वयं साक्षरता की राह पर चली हैं उसी तरह अपने बच्चों और साथी महिलाओं को भी पढ़ायें। जो अभी तक पढ़ाई से वंचित हैं। उन्हें भी साक्षरता के दायरे में लाइये पढ़ने के बाद आप अपनी आय उपार्जन कौशल को भी आगे बढ़ायें। राज्यपाल महोदय के आत्मीय उद्बोधन से नवसाक्षर महिलाओं को बहुत प्रेरणा हासिल हुई। उन्होंने महामहिम के समक्ष संकल्प लिया कि वे अपने समुदाय की महिलाओं को साक्षर चेतना संपन्न करके ही दम लेंगी।

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

**Tel: 011-23379306, 23378206, 23379282**

**E-mail: iaea\_india@yahoo.com**

**Editor: Dr. Madan Singh**

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INDIAN ADULT EDUCATION ASSOCIATION

## Saakshar Bharat Yatra-cum-Road Show at Ranchi



Primary Education and Incharge of State Literacy Mission Authority, Shri K.K. Sone, Deputy Commissioner, Ranchi, Dr. Shaibal Gupta, Director, State Resource Centre, ADRI, Patna, Shri P.N. Singh, Director, State Resource Centre, ADRI, Ranchi and Shri Rajeev Karan, Senior Programme Coordinator, State Resource Centre, ADRI, Ranchi.

The march stopped at four places - Namkum Sub-division Office, Bargama village, Rampur village and Taimara village in Bundu Sub-division where villagers assembled in large number and received the marchers. In Bargama village the marchers were received by Shri Savana Lakra, MLA and Shri Rameshwar Oraon, former MP and Union Minister. In all the places Shri Raju addressed the gathering and requested the women to come forward to join the literacy programme to make Jharkhand a fully literate state.

The State Literacy Mission Authority in collaboration with the State Resource Centre, ADRI, Ranchi organised a yatra-cum-road show at Ranchi on May 8-9, 2010. The main objective of this show was to create environment building, motivate the learners and ensure participation of all the sections of the society in Saakshar Bharat Programme. The first road show on May 8, 2010 was flagged off at Birsa Chowk by Smt. Asha Lata Tirkey, a neo-literate in the presence of Shri Jagmohan Singh Raju, Director General, National Literacy Mission Authority. Before the march started Shri Raju garlanded the statue of Birsa Munda, the great freedom fighter. Others present were Shri IPS Bakshi, Director (NLM), Dr. Nasim Ahmed, Assistant Educational Adviser, Shri D.K. Saxena, Director of Primary Education and Member Secretary, State Literacy Mission Authority, Shri Shashi Kumar Mishra, Assistant Director of



(From L-R) Nasim Ahmed, Shaibal Gupta, Jagmohan Singh Raju, IPS Bakshi

Two Lok Shiksha Kendras (Adult Education Centres) were inaugurated by Shri Jagmohan Singh Raju at Rampur and Taimara villages and distributed teaching-learning materials to the Volunteer Teachers. He also joined in the community lunch at Taimara which was appreciated by all.

On May 9, 2010 the Prabhat Pheri started at Taimara and ended at Bundu via Amanburu, Adalhatu and Dhurba Bus Stand in which villagers, literacy functionaries and school students participated.



## शिक्षा, सुविधा एवं समृद्धि पर केवल शहरी आबादी का ही अधिकार नहीं है - प्रो. भवानी शंकर गर्ग

भारतीय प्रौढ़ शिक्षा संघ के संरक्षक प्रो. भवानी शंकर गर्ग ने हाल ही में संस्थान के दिल्ली स्थित मुख्यालय का दौरा किया। वे यहां 29 अप्रैल से 1 मई, 2010 तक रहे। इसी दौरान 30 अप्रैल को सामूहिक प्रार्थना के उपरान्त भारतीय प्रौढ़ शिक्षा संघ के कार्यकर्ताओं की बैठक आयोजित हुई। बैठक में संरक्षक महोदय के साथ अध्यक्ष श्री कैलाश चौधरी, महासचिव, डा. मदन सिंह, कोषाध्यक्ष, डा. मनोहर सिंह राणावत, संयुक्त सचिव, श्री अनोखी लाल भार्गव, निदेशक, डा. वी. मोहनकुमार सहित सभी कार्यकर्ताओं ने भाग लिया। बैठक की शुरुआत संस्थान के अध्यक्ष श्री कैलाश चौधरी द्वारा प्रदत्त स्वागत भाषण के साथ हुई। श्री चौधरी ने सभी कार्यकर्ताओं सहित पदाधिकारियों की ओर से संरक्षक महोदय का अभिनन्दन एवं स्वागत किया। तदुपरान्त महासचिव डा. मदन सिंह ने बैठक की प्रस्तावना की। उन्होंने प्रो. गर्ग द्वारा अकादमिक एवं सामाजिक जीवन के सक्रिय पांच दशकों में किये गये महत्वपूर्ण योगदानों का स्मरण कराया। उसके पश्चात प्रो. गर्ग ने सभी को सम्बोधित किया।



कार्यकर्ताओं के बीच बोलते हुए प्रो. बी.एस. गर्ग

श्री गर्ग ने वर्तमान संदर्भों में एक राष्ट्रीय संस्थान के रूप में कार्यरत भारतीय प्रौढ़ शिक्षा संघ से की जा रही अपेक्षाओं का जिक्र किया। उन्होंने आशा व्यक्त की कि संस्थान के पास उत्कृष्ट नेतृत्व सहित योग्य मानव संसाधन विद्यमान है जो साक्षर भारत जैसे सरकारी प्रयत्नों को साकार करने में उल्लेखनीय योगदान तो दे ही रहा है यह प्रौढ़ शिक्षा तथा सामुदायिक विकास की दिशा में कार्यरत अन्य संस्थाओं को भी दिशा देगा एवं गुणवत्ता सम्पन्न कार्य करने के लिए प्रेरित करेगा। इसके पूर्व संरक्षक महोदय ने स्वाधीनता पूर्व से लेकर वर्तमान काल तक भारत में अनौपचारिक शिक्षा के विकास की दिशा का भी उल्लेख किया और कहा कि हमारी सम्पूर्ण सोच से गांव तथा समुदाय और उनका विकास दोनों का ही आश्चर्यजनक विकास से लोप हो गया है। उन्होंने कहा कि शिक्षा, सुविधा एवं समृद्धि पर केवल शहरी आबादी का ही अधिकार नहीं है। इन्हें गांव के अन्तिम व्यक्ति तक को उपलब्ध कराया जाना चाहिए एवं ऐसा करने में विश्वविद्यालय तथा वहां से शिक्षा प्राप्त नवयुवक एवं नवयुवतियों का दायित्व भी सुनिश्चित करना चाहिए। ऐसा करने से जहां एक ओर शिक्षा को व्यवहारिक धरातल प्राप्त होगा वहीं दूसरी ओर गांवों का विकास भी सुनिश्चित हो सकेगा। प्रो. ने प्रौढ़ शिक्षा संघ के कार्यकर्ताओं को राजस्थान विद्यापीठ द्वारा संचालित प्रकल्पों को देखने, समझने तथा उनके उत्तरोत्तर विकास हेतु सुझाव के लिए आमंत्रित किया। संस्थान के सलाहकार श्री सुभाष दुआ ने अंत में उपस्थित सभी को उनके सक्रिय सहभाग के लिए धन्यवाद दिया। दुआ ने कहा कि सरकारी सामुदायिक एवं विकास परियोजनाओं को महज 'सैफटी वाल्व' का कार्य नहीं करना चाहिए बल्कि समाज के सम्पूर्ण विकास हेतु प्रतिबद्ध होना चाहिए। श्री दुआ ने मार्गदर्शन के लिए प्रो. गर्ग का विशेषरूप से आभार व्यक्त किया।

# आजीवन शिक्षा केन्द्र : प्रमाण-पत्र वितरण समारोह



प्रशिक्षार्थियों को संबोधित करते हुए डा. वी. मोहनकुमार

भारतीय प्रौढ़ शिक्षा संघ समाज के पिछड़े एवं गरीब वर्गों की महिलाओं के सशक्तीकरण के लिए पूर्वी दिल्ली के त्रिलोकपुरी बस्ती में आजीवन शिक्षा केन्द्र के माध्यम से व्यावसायिक कौशल विकास प्रशिक्षण कार्यक्रम संचालित कर रहा है। वर्तमान में सिलाई-कटाई एवं सौंदर्य तथा स्वास्थ्य विषय पर दो प्रशिक्षण कार्यक्रम संचालित किये जा रहे हैं। भारतीय प्रौढ़ शिक्षा संघ के निदेशक डा. वी. मोहनकुमार द्वारा दिनांक मई 10, 2010 को कार्यक्रम के प्रथम बैच के सफल प्रशिक्षार्थियों को प्रमाण पत्र वितरित किये गए। इस अवसर पर प्रशिक्षार्थियों को संबोधित करते हुए डा. वी. मोहनकुमार ने कहा कि आजीवन शिक्षा केन्द्र का उद्देश्य महिलाओं को साक्षरता, शिक्षा एवं कौशल विकास के द्वारा सक्षम बनाना है। उन्होंने कहा कि जब एक महिला साक्षर होती है तो पूरा परिवार साक्षर हो जाता है। इसी प्रकार जब एक महिला कौशल प्रशिक्षण प्राप्त करती है तो पूरे परिवार में दक्षता ग्रहण करने की जागरूकता उत्पन्न होती है। समुदाय की अन्य महिलाओं पर भी इसका अच्छा असर पड़ता है। डा. मोहनकुमार ने आजीवन शिक्षा केन्द्र के

प्रशिक्षकों द्वारा किए गए कार्यों की सराहना की तथा प्रशिक्षार्थियों के उज्ज्वल भविष्य की कामना की।

इस अवसर पर भारतीय प्रौढ़ शिक्षा संघ के परामर्शदाता, श्री एस.सी. दुआ ने आजीवन शिक्षा केन्द्र के माध्यम से संचालित किये जाने वाले भावी कार्यक्रमों का उल्लेख करते हुए कहा कि हमारा उद्देश्य महिलाओं को मात्र प्रशिक्षण प्रदान कर सक्षम बनाना ही नहीं है बल्कि उनकी चेतना एवं जागरूकता के स्तर को भी ऊंचा उठाना है ताकि वे समाज में आत्मविश्वास के साथ जीवनयापन कर सकें। उन्होंने कहा किशोरियों के लिए एडोलेसेण्ट एजुकेशन के माध्यम से व्यक्तिगत एवं सामाजिक स्तर पर आवश्यक जानकारियां उपलब्ध करायी जाएंगी। इसके अतिरिक्त भविष्य में महिलाओं के लिए भी जीवन कौशल कार्यक्रम संचालित किये जायेंगे।

इस कार्यक्रम में भारतीय प्रौढ़ शिक्षा संघ की प्रशासनिक अधिकारी श्रीमती वीना महाजन एवं आजीवन शिक्षा केन्द्र के समन्वयक श्री जय भगवान भी उपस्थित थे।



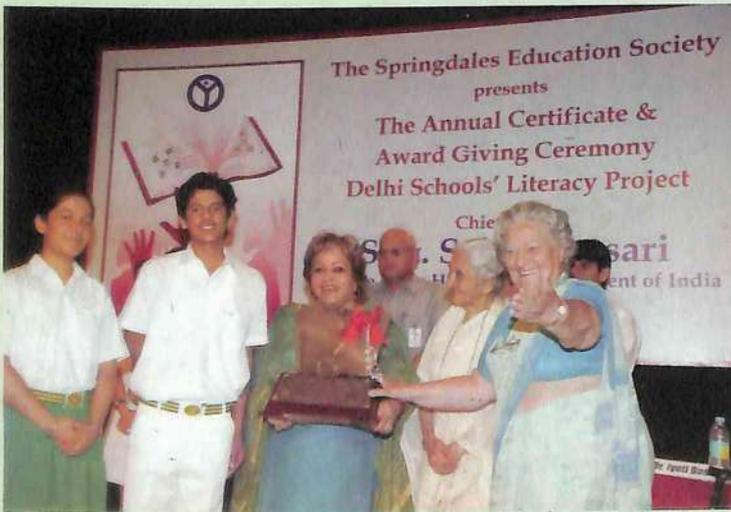
अपने प्रशिक्षकों के साथ प्रशिक्षार्थी

# NCW Sanctions Legal Awareness Programmes

The National Commission for Women has sanctioned Rs. 2.00 lakh to Indian Adult Education Association to conduct ten Legal Awareness Programmes at six states. The programme will be organised in collaboration with state branches of IAEA and collaborating agencies. The programme will be organised at Indore - Mhow and Manpur in Madhya Pradesh by Asha Kala Kendra Mhow, at Lucknow and Kanpur in Uttar Pradesh by UP State Branch of IAEA, at Gandhigram in Tamil Nadu by Gandhigram Rural Institute, at Bodh Gaya in Bihar by Bihar State Branch of IAEA, at Narendrapur and Bakreshwar in West Bengal by West Bengal Branch of IAEA and at Udaipur and Ajmer in Rajasthan by Janardhan Rai Nagar Rajasthan Vidyapeeth, Udaipur.

The topics to be covered in the programme are Women and Constitution, Women and Family Laws, Women and Panchayati Raj, Law against Domestic Violence, Right to Information and Child Marriage, Prostitution and Dowry.

## A Day of Celebration for the Delhi Schools Literacy Project



On April 29, 2010 the Delhi Schools Literacy Project celebrated their 22nd Award Giving Ceremony with great exuberance of spirit. The hall was jam-packed with student Volunteers, Learners, Principals, Teachers and Social Workers, Donors, Rotaries and well wishers of the Project. Well known social worker and spouse of H.E. the vice President of India, Smt. Salma Ansari, the Chief Guest for the function was full of praise for the way the 80 member schools had been involving their young students actively in the cause for the last 22 years - giving their voluntary services and the time teaching young adults, environment - building, organizing vocational skill-training courses and imparting continuing education as well as innovative programmes for women's empowerment, sanitation and health and legal literacy. In September every year a Week- Long Literacy Festival and a Learners Mela are organized attracting thousands of learners and student

volunteers. This proves the important role that schools can play in the movement.

There was an air of excitement in the Hall as the Trophies for outstanding Performances were announced and presented by the Chief Guest, Smt. Salma Ansari. Out of the 5942 learners made literate by 22 leading schools of DSLP, Manavsthal School was the proud recipient of the Sufia Ajmali Trophy from Jamia Millia for making the largest number literate i.e. 960.

The Henry Selz Memorial Trophy went to Springdales School, Pusa Road for making 725 literates and the Rotary Club Trophy for the Best All Round Performance went to Laxman Public School. The Rotary Club Trophy for the maximum



participation in the Project to Springdales School Dhaula Kuan. The Baldev Bhatia Memorial Trophy for Best School and Community Interaction to Guru Te

Bahadur School and Satpal Bedi Trophy for innovations in the Project to New Era Public School, Mayapuri.

Loud applause went to Harkirat of Bhatnagar International School for making as many as 79 learners literate. He was the proud winner of the Kapoor Memorial Trophy for his outstanding performance - the largest number ever made by a single student. He taught the learners in two groups and was assisted by his sister and mother.

Earlier the Chief Guest flagged off the New Mobile Library Van donated by Rotary under the good offices of the District Governor, Shri Ashish Ghosh the Van will be used for the continuing education of neo-literate in 25 urban slums.

She also released the first issue of the DSLP Newsletter JAAGO-Joint Action for Greater Opportunity. It will disseminate information about the DSLP and exhort more schools to become members and join the campaign for an illiteracy-free



Delhi

More information about DSLP can be had from the Coordinating Centre, DSLP Office, Springdales Education Society, Springdales School, Dhaula Kuan, New Delhi. (E-mail : sesdslp@gmail.com/ Phone : 011-24118023)

## SRC Annual Action Plan Review Meeting



April 29, 2010. In all Directors/Programme Coordinators from 12 State Resource Centres - Hyderabad, Deepayatan Patna, ADRI Patna, Raipur, Ranchi, Thiruvananthapuram, Aurangabad, Indore, Jaipur, Agartala, Dehradun and Kolkata have attended the meeting and presented their plans before the officers of AE Bureau and DAE. Officers present were Smt. Kusum Vir, Director, DAE, Shri IPS Bakshi, Director, NLM, Shri SPS Sangwan, Director, NLM, Smt. Simmi Chaudhury, Deputy Secretary (AE), Shri S. Ramakrishna, Joint Director, DAE and Shri O.P. Arya, Assistant Director, DAE.

Shri Jagmohan Singh Raju, Director General, NLMA also attended the meeting and gave valuable suggestions to improve the quality of programmes in the Action Plans.

A one day meeting to review the Annual Action Plan of State Resource Centres for the year 2010-11 was held in the Committee Room of the Directorate of Adult Education, New Delhi on

# Approval for Annual Action Plans of New JSSs

A two day meeting was held in the Committee Room of the Directorate of Adult Education, New Delhi on April 20-21, 2010 to scrutinise and approve the Annual Action Plans of the newly sanctioned Jan Shikshan Sansthan during the year 2008-09. The plans were scrutinised jointly by Shri S. Ramakrishna, Joint Director, Shri Amarjit Singh Vohra, Assistant Director, Directorate of Adult Education and Shri V.K. Ahuja, former Assistant Director, DGE & T. The Directors of JSSs were given adequate time to incorporate suggestions given during the presentation before the revised plans were approved and signed.



Smt. Kusum Vir, Director, Directorate of Adult Education

addressed the participants before the plans were taken-up for review.

## Review of Prerak Training Guidebook

The Guidebook for Training of Preraks prepared by Smt. Nishat Farooq, former Director, State Resource Centre, Jamia Millia Islamia, New Delhi was reviewed in a meeting on May 3, 2010 at DAE, New



Delhi. Apart from Smt. Farooq others present in the meeting were Dr. V. Mohankumar, Director, IAEA, Shri A.M. Rajashekar, Joint Director, DAE and Dr. A. Mathew, Senior Consultant, NLMA.

## Master Trainers Training in Jalpaiguri District

A four day Master Trainers Training Programme was held at Jalpaiguri, a district in North Bengal from April 19-22, 2010. Jalpaiguri Lok Shiksha Samiti organised the Training Programme at the Conference Hall of District Institute of Education and Training (DIET). In all 44 persons participated in the training programme from three blocks - Sadar, Rajganj and Maynaguri out of which 39 were Preraks, 2 Block Coordinators and 3 Extension Officers of the Directorate of Mass Education and Extension.



Trainees in session

Jan Shikshan Sansthan, Jagatsinghpur, Orissa organised a two day training programme on Life Enrichment Education (LEE) on April 29-30, 2010 at JSS main office in collaboration with the State Resource Centre, Bhubaneswar. In all, 33 persons participated in the training out of which 26 were vocational resource persons and 7 were JSS staff members. The training was imparted by Shri Sanjib Kumar Mohanty, Chief Executive, District Supply and Marketing Society and Shri Mitrabhanu Pradhan, Programme Coordinator, State Resource Centre, Bhubaneswar.

The sessions were divided into lecture, general discussion, group discussion, brainstorming and question and answer. Shri Antaryami Baral, Director, Jan Shikshan Sansthan, Jagatsinghpur took a session on the JSS Guidelines and the role and responsibilities of the resource persons. Shri Sanjib Kumar Mohanty took a session on Micro Entrepreneurship and Marketing.

Shri Mitrabhanu Pradhan explained in detail the importance of LEE components in vocational training and the need for the resource persons to enrich themselves on various aspects relating to the vocations so that the same is conveyed to the trainees. He also stressed the importance of Public relations in the area of self-employment.

Shri Kishore Kumar Samal, Programme Officer, Jan Shikshan Sansthan, Jagatsinghpur proposed the vote of thanks.

## World Conference at Auckland

The International Reading Association and Reading Association of New Zealand are jointly organising the 23rd World Conference at Auckland, New Zealand from July 12-16, 2010. The theme of the Conference is **Leading and Learning in Literacy**. It is open for all but the registration fee for the members of International Reading Association is comparatively less than for the non-members. The last date for registration online is June 18, 2010. Those who are interested to attend the conference may please visit [www.reading.org](http://www.reading.org)

The programme inaugurated by Shri Utpal Biswas, Additional District Magistrate and Secretary, Zilla Lok Shiksha Samiti.

Dr. Nivedita Kundu, Shri Utpal Nandy, faculty members of the State Resource Centre, West Bengal alongwith Shri Suchand Chattopadhyay, District Mass Education Officer and Member of resource pool of SRC.

Apart from lecture sessions on 16 chosen topics of importance, the trainees were given practical training in groups to use the first Primer 'Aloor Pathe'. Other methods used were brain storming, demonstration and teaching practice and role play. The draft Resource Book prepared by NLMA at the national level was used for the first time in the training programme.

On the last day an evaluation was conducted through a structured questionnaire to assess the effectiveness of the training.

The concluding address was given by Dr. Alope Bhattacharya, Principal, DIET, Jalpaiguri.

## Capacity Building Training - Jan Shikshan Sansthan, Jagatsinghpur



Mitrabhanu Pradhan addressing trainees

## Maheshwari is going to be an Entrepreneur



Maheshwari receiving a cheque for Rs. 10.50 lakh from District Collector

**K.** Maheshwari, a poor girl studied upto eighth standard got married to a coolie when she was very young. She has a daughter who is now nine years old. As the family income was very low, Maheshwari started stitching clothes to supplement the family income. In course of time she hired a small building in the market place in which she has located her tailoring shop. Still she could not earn adequate amount to meet the family expenditures. Hence, she decided to undergo a course on Fashion Designing so that she can improve her professional carrier and income. She learnt about the Jan Shikshan Sansthan, Coimbatore from her friends and hence, she approached the organisation for admission which she could get. While undergoing the training on Fashion Designing, she simultaneously done a course on Embroidery also. The duration of the courses were six months which she did from 17-11-2008 to 16-5-2009. On completion of the training she got a tailoring machine free of cost from the Collector's Office on the recommendation of JSS, Coimbatore. She says that she got all encouragement from the vocational resource person Ms. Hamsaveni from whom she could learn a number of new designs in fashion designing.

A turning point came in her life when she was taken to an exhibition at Tirupur by JSS, Coimbatore, a place famous for ginning factories. There she could see the latest machines manufactured in China, Korea, Thailand and Japan. As she was not financially sound she could not even imagine of purchasing such machines. However, she was encouraged

by the JSS, Coimbatore to apply for supply of such a machine to the District Industries Centres under the Prime Minister's Employment Guarantee Programme (PMEGP) which she did. She was called for an interview on 27-7-2009 by the District Industries Centres in the District Collector's Office. She was selected as a beneficiary to receive the financial support of Rs. 10.50 lakh based on the certificate received from the Jan Shikshan Sansthan, Coimbatore and also based on her proficiency in the trade. She received the cheque from the District Collector, Shri P. Umanath on 26-1-2010 in the Republic Day function. The China made machine selected by her is now on its way to her work place.

Maheshwari is soon to be a proud entrepreneur and she has already decided to provide employment opportunities to girls who undergo training in embroidery in her organisation which she has named as 'Sakthi Maheshwari Fashion Designing'. She says that her soul aim now is to develop new designs and get awards for the same not only from the Govt. of India but also from international agencies.

Maheshwari has all praise for JSS, Coimbatore and appreciation for Ms. Hamsaveni, the resource person who trained her in the trade.

## Thangamani - a Tribal Girl is a CNC Lathe Operator

G. Thangamani is an Irula tribal girl of Perumal Pathi, Boluampatti forest range which is famously called Siruvani forest area located 40 kilometers away from Coimbatore, Tamil Nadu. She is the daughter of an agricultural labourer whose monthly income is around Rs. 2000/-. She underwent a six months Computer Numerical Control (CNC) Lathe Operator Course at Jan Shikshan Sansthan, Coimbatore from December 4, 2006 to June 3, 2007. Generally, Lathe Operators are men but slowly women also undergo this highly skilled training now-a-days. Thangamani was recommended by the Forest Department to Jan Shikshan Sansthan who has undergone this course free of cost. Jan Shikshan Sansthan, Coimbatore provides training free of cost to all the tribal beneficiaries.

While undergoing the course she was placed with the Sharp Industries for seven hours of practical training per day which gave her ample opportunities to operate the machine and learn all the practical skills. Theory and Life Enrichment Education were given at Jan Shikshan Sansthan for one and half hours per day. Thangamani also got a stipend of Rs. 1250/- per month from Sharp Industries which she used to meet the travel expenses as she was commuting daily from her native village to Coimbatore. While she had her own arrangement for lunch, she got tea and snacks free of cost twice a day from Sharp Industries.



G. Thangamani operating a CNC Machine

In view of her good performance during the training programme, she was given employment in Sharp Industries itself with a monthly emoluments of Rs. 5000/-. She says that she has got self confidence by undergoing the training at Jan Shikshan Sansthan and now she is the bread winner of her family and supports not only her parents but also her elder sister. She appealed to women and girls to come forward to take up non-traditional vocational courses like Lathe Operation for gainful employment.

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

Tel: 011-23379306, 23378206, 23379282

E-mail: [iaea\\_india@yahoo.com](mailto:iaea_india@yahoo.com)

Editor: **Dr. Madan Singh**

Website: [iaea-india.org](http://iaea-india.org)

# IAEA NEWSLETTER

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INDIAN ADULT EDUCATION ASSOCIATION

## Saakshar Bharat : Regional Review Meeting at Guwahati



The Regional Review Meeting was held at Guwahati on May 20, 2010 to review the progress made in the implementation of Saakshar Bharat Programme by East and North-Eastern States. The meeting was presided over by Smt. Anshu Vaish, Secretary, Department of School Education and Literacy, Govt. of India. Shri Jagmohan Singh Raju, Director General, National Literacy Mission Authority was present in the meeting.

Presentations on the action taken so far by the states were made by Shri Arif Aftab, Secretary, Mass Education, Govt. of West Bengal, Shri A.B. Md. Enus, Secretary and Commissioner, Education Department, Govt. of Assam, Shri B.B. Sarma, Commissioner and Secretary, Govt. of Manipur, Shri A.K. Sarma, Director, SCERT, Govt. of Nagaland, Shri A.K. Sarma, Project Officer, Directorate of Adult

Education, Govt. of Arunachal Pradesh and Shri C.S. Rao, Director, Mass Education, Govt. of Sikkim.

At the end, Smt. Anshu Vaish advised that all the states should try to utilise the allocated funds efficiently and effectively. Shri Jagmohan Singh Raju while appreciating the action taken so far by the states felt that still some states are yet to take critical steps which are important for the success of the programme.

## All India Adult Education Conference 2010 at Gujarat

The 59<sup>th</sup> All India Adult Education Conference will be organised by Indian Adult Education Association on December 23-26, 2010 at Gandhinagar, Gujarat. The venue of the conference will be Preksha Bharti, Koba, Gandhinagar. The theme of the Conference is **Promoting Reading Habits and Creating Literate Society**.

All are invited to attend.

Those who are interested to present papers in the conference on the theme may kindly send the same through E-mail: [directoriae@gmail.com](mailto:directoriae@gmail.com) The presenters may give appropriate title to their papers instead of repeating the title of the theme.

Most of the presentations of papers will be in the **parallel sessions**

# Saakshar Bharat Rally in Assam



SLRC Assam in collaboration with SLMA, Assam organised the Saakshar Bharat Rally on May 21, 2010 to develop a conducive environment in favour of literacy campaign. The rally received an overwhelming response from the rural people, especially the rural women. The fact is that the feeling of deprivation for not being literate was revealed once again in the rally. Wherever the rally halted for interaction with the community, rural women came forward to express their unmet needs and unfulfilled dreams with regard to literacy.

The rally was flagged off at Dighalipukuri, one of the prominent parks in Guwahati at 10:30 a.m. jointly by Shri Gautam Bora, Hon'ble Minister of Education, Govt. of Assam and Shri Jagmohan Singh Raju, Director General, National Literacy Mission Authority.

The literacy activists, local intelligentsia, Chairmen and

Resource Centre, Guwahati.

The rally with decorated tableau started its journey at 11:30 a.m. from Guwahati to Darrang, a district under Saakshar Bharat Mission 2012. During the journey the rally went through different remote areas and halted at different places namely Dumunichaki, Sipajhar, Dipila and Duni either to interact with the community or to inaugurate the Adult Education Centres. In all the places wherever the rally halted, a large number of people from the community welcomed with all enthusiasm.

Two large gatherings were held at Sipajhar and Duni. The unique characteristic of these gatherings was presence of a large number of women. In all these places the Director General, National Literacy Mission Authority interacted with the community and provided ample opportunity and

encouragement for them to speak out their views on different aspects including literacy. It was interesting to

see less literate/non-literate women explaining their life experiences of not being literate before the audience. In the interactive meet at Sipajhar, Shri Binanda Saikia, the local MLA and Shri Banshi Dhar Barua, Chairman, Darrang Zilla Parishad were present while at Duni, Shri Bhusan Saharia, former State Secretary of Gyan Vigyan Samiti was present. Three Adult Education Centres were also inaugurated at Siphajhar and Duni. The Adult



Education Centre at Siphajhar was inaugurated by an illiterate woman. Cultural programmes by different folk groups were held at different places and the rally concluded at Duni around 10:00 p.m.



# Saakshar Bharat : Master Trainers Training at Kota and Udaipur

The State Resource Centre, Bhopal in collaboration with State Literacy Mission Authority, Rajasthan organised two training programmes for Master Trainers of Ajmer and Udaipur divisions on June 2-3, 2010. In all 90 persons drawn from Boondi, Jhalawar and Bara from Kota division Chittorgarh, Banswara, Dungarpur, Rajasamand, Pratapgarh and Udaipur from Udaipur division were trained.

The training at Kota was inaugurated by Shri Hari Shankar Bharadwaj, Director, SLMA, Rajasthan in which Shri Qureshi, CEO, Zilla Panchayat, Kota also participated. At Udaipur it was inaugurated by Ms. Madhu Mehta, President, Zilla Panchayat in which Shri Rajendra Singh Shekhawat, CEO, Zilla Panchayat, Udaipur also attended. In both the places members of the staff of SRC, Jaipur were present. The topics covered in the academic sessions were an introduction to scheme of Saakshar Bharat, physical targets, approaches, activities, management structure at various levels, fundflow management, survey and identification of illiterates. As most of the participants were teachers, they participated well in the general session.



Imtiaz Khan taking the session

On behalf of SRC, Bhopal the training programme was coordinated and conducted by Shri Imtiaz Khan, Shri Sumit Dubey and Shri Raju Wankhede.

## हस्त शिल्प प्रशिक्षण

भारतीय प्रौढ़ शिक्षा संघ द्वारा संचालित आजीवन शिक्षा केन्द्र, त्रिलोकपुरी, दिल्ली में रंजन महिला विकास केन्द्र, पुरानी कोण्डली, दिल्ली के सहयोग से हस्त शिल्प आधारित लघु अवधि का एक प्रशिक्षण कार्यक्रम संचालित किया जा रहा है। तीन सप्ताह के इस प्रशिक्षण कार्यक्रम में महिलाएं अपनी-अपनी अभिरुचि के अनुरूप हस्त शिल्प निर्माण का प्रशिक्षण ले रही हैं। इस प्रशिक्षण कार्यक्रम की विशेषता यह है कि हस्त शिल्प निर्माण में सर्व सुलभ सामग्री का उपयोग किया जा रहा है। जो कि महिलाओं को आसानी से उपलब्ध है। उपलब्धि यह है कि इस अल्प अवधि में ही महिलाओं ने निम्नलिखित सजावटी वस्तुएं बनाना सीख लिया है:

1. नारियल के द्वारा गणेश मूर्ति का निर्माण।
2. आईसक्रीम स्टिक्स से मन्दिर, नाव एवं पैन होल्डर इत्यादि वस्तुएं बनाना।
3. रूलास पेन्टिंग।
4. फेब्रिक पेन्टिंग।
5. विभिन्न रंग-रूपों के कागज से फूल, पत्तियां एवं गुलदस्ते बनाना।

प्रशिक्षण कुशल हस्तशिल्पी श्रीमति रंजन एवं रविन्दर कुमार द्वारा प्रदान किया जा रहा है।



# Canada- India Cooperation in Adult Education

Professor S.Y. Shah of Jawaharlal Nehru University, New Delhi and Vice President of Indian Adult Education Association spent three weeks at the University of British Columbia, Vancouver researching on the collaborative project between the University of British Columbia and Rajasthan University (1964-68). The field trip was funded by the Jawaharlal Nehru University. Apart from collecting relevant primary source materials from the UBC Archives and Library and interviewing some of Canadian experts, Professor Shah also gave a seminar on "International Cooperation in Adult Education : Indo Canadian Scenario" at the Center for Policy Studies in Higher education and Training, UBC. One of the highlight of his visit was the meeting with the 98 year old renowned Canadian Adult Educator Dr. John Friesen who served as the Director of the UBC - Rajasthan Project during 1964-66 and Dr. Bill Dey who was one of Canadian Advisors for the project during 1966-67.

*Following are the excerpts from the interview with the free lance Journalist Shri Kuldeep Kohli.*

**Kohli: Welcome to Canada, Professor Shah. What is the main purpose of your visit to University of British Columbia?**

**Prof. Shah:** My visit is primarily in connection with the research study on the "Indo Canadian Cooperation in Adult Education". As a part of my major research project in the area of International Cooperation in Adult Education, I have already published a paper on "Indo British Cooperation in Adult Education" and now I would like to look at the Indo Canadian scenario especially because of the

significant contributions of Canada to the development of Adult Education in India since 1950s. Although Canadian contributions to and influence on Indian Adult Education has been through the Government and Non-Government channels and universities, currently I will be focusing on universities. While there were several collaborative projects between Indian and Canadian universities in different fields, in the present study, I would be focusing on the four collaborations in the field of University Adult Education, viz. Rajasthan and UBC (1964-68), Toronto and Udaipur (1975-76); St. Francis Xavier University and Poona (1984-86); McGill and Jadavpur Universities (1989-92). Of all these projects, the collaborative project between UBC and Rajasthan is significant as it helped the Rajasthan University develop the first University Adult Education programme in India mainly following the Canadian model. Since the records of the project are at the UBC Archives and two of the Canadians who worked in the project are currently living in Vancouver, I hope, I could collect sufficient materials for my research. Infact, I have already collected some materials during my last visit to Canada in 1994 on a Senior Social Science Fellowship of the Shastri Indo Canadian Institute.

**Kohli: How did you get interested in the area of International Cooperation?**

**Prof. Shah:** My interest goes back to almost two decades. Having had a Doctorate in History of Education and got an opportunity to work as an Assistant Director of Adult Continuing Education Programme at JNU in 1984, then Director of Adult

Education Professor Tapas Majumdar encouraged me to focus on History of Adult Education -an area ignored by historians. When I started going through the few existing publications - all by non-historians and other primary source materials available at the National Archives and Nehru Museum Library, I realised how Indian Adult Education has been influenced by overseas ideas, institutions and individuals at various points of time and yet this aspect has not adequately covered in the publications and hence, I decided to initiate research in this area during 1980s. One of my responsibility at JNU being the development of Adult Education programme, I started reading about University Adult Education in other countries and came to know how the Canadian Adult Educators viz. Dr. John Friesen, Dr. James Draper, Dr. Roby Kidd, Knut Butte Dahl, Bill Dey, Glen Eyford and Alan Thomas who tried to help the Rajasthan University develop its Adult Education programmes mainly following the Canadian model of community based continuing education. Subsequently when I met Dr. James Draper in 1987, I interviewed him about his experiences of working at the Rajasthan University. With further readings and interactions with several Canadian and Indian Adult Educators, I realised that there has been considerable cooperation between India and Canada in several fields including Adult Education and I decided to carry out further research on this topic.

**Kohli: Could you please elaborate on Indo Canadian Cooperation in Adult Education?**

**Prof. Shah:** The relation between

India and Canada has been very friendly and warm since 1950s and there have been several successful collaborative programmes in Adult Education between the two countries carried out through the governmental and non-governmental channels and universities. India was the first country to pilot test the Canadian Farm Radio Forum in 1950s and later adapted it with some modifications as an important programme for the farmers which continues as Krishi Darshan of All India Radio. During 1950s the World Literacy of Canada - an NGO, setup the Literacy House at Lucknow to train literacy workers and prepare materials which became renowned in Asia for its work. Currently, under the leadership of Mamta Mishra, World Literacy of Canada continues its excellent work at several districts in Eastern U.P. This year WLC launched a massive project of imparting one year training based on a specially prepared Manual for four hundred women from very backward areas with stipend. The Coady International Institute of Canada has been collaborating with several NGOs since 1960s and promoting the philosophy of Antigonish Movement in India. Apart from collaborations through non-governmental channels, there has been successful cooperation between Rajasthan University and University of British Columbia (1964-68), Ontario Institute for Studies in Education and Udaipur University (1975-76), St. Francis Xavier University and Poona University (1984-86), McGill University and Jadavpur University during 1989-92. Of all these collaborations Rajasthan project has been very unique for several reasons.

**Kohli: Why did you select the UBC - Rajasthan project as a case study? Was it a successful**



Photo showing Dr. John K. Friesen and his wife Marta Friesen briefing the former Prime Minister Pandit Nehru about the Rajasthan Project in February 1962. According to Friesen Nehru warmly endorsed the project "as an urgent need for India's universities". (Photo from the Friesen Collection)

### project?

**Prof. Shah:** I have focused on this particular project not only because it was the first project between an Indian and Canadian University but also due to the availability of source materials and access to several Canadians and Indians who were associated with this project. Although I am still in the process of analysing the rich untapped primary source materials collected from the Archives in Canada and India and my notes of interviews and other materials given by Dr. James Draper and Dr. Friesen, I feel that the UBC and Rajasthan project has been a successful one as it achieved all the objectives viz. designing and launching community based continuing education programmes, expanding the extension programmes, planning an evening college and correspondence courses, organising training programmes for literacy workers; launching a Diploma Programme in Adult Education, and identifying potential Indians for training in Canada. What is striking is that the

Canadian Advisors did not confine their work to university but also took wider interest in professionalising Indian Adult Education by encouraging the formation of Adult Education associations in Rajasthan, participating and delivering lectures in several seminars and workshops and bringing out publications. Dr. Friesen's report on the University Adult Education based on the Conference of Vice Chancellors (1965) is considered to be an important document.

**Kohli: Can we draw some lessons from the experiences of the Project especially when India and Canada are seriously pursuing the agenda of Cooperation? Can it be considered as a good demonstration project?**

**Prof. Shah:** Some of the experiences and insights from the Rajasthan project may be very useful for future collaborations. The project, infact showed what precautions should be taken in future. As told by Dr. Bill Dey, the

project had several structural weaknesses. As per the agreement, Canada was expected to send a team of two Advisors each year and the tenure of one year was too short to effect changes in the university system. No serious attention was given to develop a cohesive team of Indians and Canadians and they worked in tandem. There was no consistent support from Rajasthan University and the state government. While Dr. Mohan Sinha Mehta, who was the Vice Chancellor during the first year of the project extended unstinted support, his successor Professor. M.V. Mathur was very cautious and often slow in taking decisions. Besides, as said by Dr. Friesen, "the vagaries of administration and finance often hindered the progress of the project". Because of the inherent weaknesses in the project design, it cannot be considered to be a good demonstration project.

I feel that the project was far ahead of time. It was only in 1977 that the University Grants Commission of India brought out the policy document -Extension as the Third Dimension of Higher Education, but launched a package of funds and guidelines in 1983-84. Since the job opportunities were limited for Adult Educators during 1960s, there was no enrolment for the Diploma programme, after the first three years. The efforts made by Dr. Mehta to persuade UGC to follow Rajasthan pattern of community based continuing education was strongly opposed by Dr. Malcolm Adiseshiah who believed that the main role of universities was to offer discipline based courses in Andragogy. However, the project did succeed in building lasting relations among several Canadians and Indians and some of the Canadians specially Dr. Friesen and his wife Marta still continue as unofficial Ambassadors of India in Canada.

Inspite of living in ten countries and traveling all over the world, their love for India continues unabated and is reflected in their drawing room which is full of Rajasthan paintings and artifacts and warm feelings towards India.

Infact, it is not possible to discuss all the details of the project right now. Recently, I gave a seminar at the Faculty of Education on this topic and it was followed up with lively discussions mainly because of the presence of Dr. Bill Dey who served as an Advisor in the Rajasthan project and Professor Tom Sork who is familiar with India.

**Kohli: What did the Canadians gain by participating in the Rajasthan project?**

**Prof. Shah:** Four of the seven Canadians who worked in the Rajasthan project with whom I could talk, felt that they gained tremendously in terms of the rich professional experience of working in a developing country like India. They had the satisfaction of working towards strengthening Adult Education in India. While Dr. Draper opined that the Indian experiences gave a new Asian perspective to his teaching and research in literacy in Canada, Dr. Friesen and Bill felt that the project changed their personality. They valued their personal ties with several Indians which continued even after the conclusion of the project.

**Kohli: How did the Indians respond to Canadian contributions to Adult Education in India?**

**Prof. Shah:** All the Indians I could talk to appreciated the genuine concern for and commitment of the Canadians to the development of Indian Adult Education, and their role in strengthening it. Infact, Indian Adult Education Association, New Delhi initiated Roby Kidd and James

Draper Memorial Lectures and awards in their honor. The Rajasthan Vidyapeeth University awarded Honorary Doctorate to Prof. James Draper in appreciation of his work in India. Some of the Indians were also motivated to pursue further studies in Canada.

**Kohli: Ever since the Canadian Prime Minister Harper identified India as a growing economy and expressed Canadian interest in India, several Canadian Universities are keen for collaborating with Indian Universities. What are your suggestions in this regard?**

**Prof. Shah:** For a successful collaboration in the field of Adult Education, interested Canadian universities should identify those Indian universities which are committed to Adult Education and where Extension permeates the entire university system. Besides the selected university should have an Adult Education Department consisting of a minimum critical mass of 3-5 faculty who are familiar with the Adult Education programmes in overseas universities. Perhaps it would be a good idea to start collaboration with a research project. Since the Shastri Indo Canadian Institute provides liberal funds and fellowships and encourages cooperation between Canadian and Indian universities, it may not be difficult to make a beginning.

**Kohli: Thank you Professor Shah. Hope to see your publication soon.**

**Prof. Shah:** Thank you for making me reflect on some aspects of Indo Canadian Cooperation in Adult Education. Bye and have a good day.



## Prof. M.C. Reddeppa Reddy Received Best Teacher Award



Department of Adult and Continuing Education and Extension, University of Mumbai and Chairman of the Inspection Commission for granting affiliation to B.Ed., and Degree Colleges in the S.V. University area since 2002.

Prof. Reddy has published about three books, 50 articles on different themes in the reputed journals of Education and Adult Education, about 11 papers in

Telugu Journals and Magazines, 2 review articles, one Translation work and Edited 4 volumes. He has organised more than 20 Seminars and Workshops and attended a good number of National / international Seminars / Workshops and presented more than 100 papers.

Prof. Reddy has conducted research and completed Five Minor Research Projects funded by UGC and others. He has guided 2 M.Phil., and 3 Ph.D. students.

Prof. Reddy is the Life Member of Indian Adult Education Association, New Delhi.

Prof. N. Prabhakara Rao, Vice Chancellor, S.V. University conferred the award to Prof. M.C. Reddeppa Reddy on April 30, 2010.

## Certificate Course in Communication Skills by IGNOU

The Centre for Extension Education (CEE), Indira Gandhi National Open University has called for applications for Certificate in Communication Skills for BPO, ITeS and related sectors. Those who have completed 10+2 or its equivalent with English as a compulsory subject can apply for this course. The medium of instruction is English. Multimedia approach is the instructional system which includes self instructional print material, audio-video programmes, assignments, face to face counselling sessions, contact programmes, teleconferencing and Interactive Radio Counselling.

Those who are interested may get the details from the respective Regional Centres of IGNOU.

## Vocational Training to Jail Inmates



Jan Shikshan Sansthan, Hoshangabad started a vocational training programme Candle and Agarbatti Making for the jail inmates of District Jail with the support of the jail authorities. A group of 20 inmates have been selected for the first batch of this training. The programme was inaugurated by Ms. Shefali Tiwari, Jail Superintendent, Hoshangabad District Jail on June 7, 2010. In her inaugural address Ms. Shefali said that vocational skills acquired by the inmates will enable them to earn money after they are discharged from jail and make them to lead a decent and normal life like others.

In the inaugural function others present were Shri B.K. Kodape, Deputy Jail Superintendent, Shri S.A. Hussain, Director Incharge, Ms. Shweta Rajput, Programme Officer and other members of the staff of JSS, Hoshangabad and Shri N.K. Soni, Jail Trainer.

## WORLD DAY AGAINST CHILD LABOUR



World Day against child labour is observed all over the world on June 12th. Eventhough child labourers are declining in sheer numbers yet more children are at work in the Asia-Pacific region than the rest of the world. A global report has noted that while there was a 26 percent decline in the number of children employed between the age-group 5-14 years from 122.3 million to 96.4 million across the world, but in absolute terms, Asia-Pacific region had the most child labourers at 113.6 million in the age-group 5-17 years compared to Sub-Saharan Africa (65.1 million) Latin America and Caribbean (14.1 million).

The International Labour Organisation's Accelerating Action Against Child Labour Report says that 42 percent of these children were employed in hazardous work. The global estimate for child labourers according to ILO is about 215 million in 2008, down from 222 million in 2004. India has 445 million children, Bangladesh 64 million and Pakistan 70 million as compared to, for example, China's 348 million. In sheer numbers India and Pakistan have by far the largest out of school child population in the world.

## Dr. P. Adinarayana Reddy Received Best Teacher Award



Dr. P. Adinarayana Reddy, Director, Department of Adult and Continuing Education, S.V. University, Tirupati and Principal, Institute of Advanced Study in Education, S.V. University has been awarded the Best Teacher for the year 2009-10 for his outstanding contribution in the area of teaching, research,

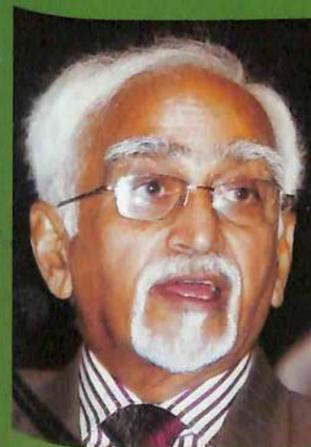
extension and community development.

Dr. Reddy is the Chairman of Board of Studies, Adult Education, S.V. University and S.K. University, Chairman, Board of Studies, Education, S.K. University, Chairman, Board of Examination, B.Ed., Chairman, Moderation Board for B.Ed., practicals, founder Editor of the Indian Journal of Research in Education and Extension and also the Deputy Co-ordinator of the UGC SAP(DRS-I), Department of Adult and Continuing Education, S.V. University.

and Dr. Reddy is one of the Associate Secretaries of Indian Adult Education Association, New Delhi.

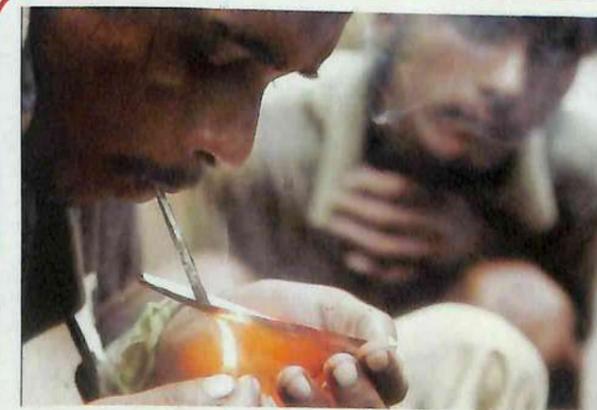
During the year 2009-10, Dr. Reddy guided three Ph.Ds, one M.Phil and evaluated six Ph.Ds apart from organising 16 seminars/orientation programmes/ workshops. He also participated in six national seminars and one international seminar. During the same year he published ten research papers, three books and completed three projects. He also got two new projects for the department.

Prof. N. Prabhakara Rao, Vice Chancellor, S.V. University conferred the award to Dr. Adinarayana Reddy on April 30, 2010.



**Mohd. Hamid Ansari**  
Vice President of India

To ensure better transperancy and accountability in spending funds bring NGOs, Autonomous Organisations, Societies and Trusts within the purview of the Comptroller and Auditor General of India (CAG)



The United Nations General Assembly by a resolution on December 7, 1987 decided to observe 26th June as the International Day against Drug Abuse and Illicit Trafficking as an expression of its determination to strengthen action and cooperation to achieve the goal of an international society free of drug abuse. This resolution recommended further action with regard to the report and conclusions of the 1987 International Conference on Drug Abuse and Illicit Trafficking.

# Dr. P. Adinarayana Reddy Received Best Teacher Award



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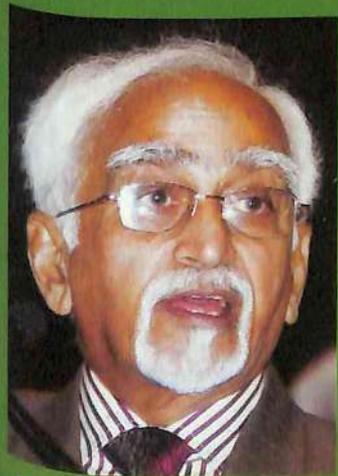
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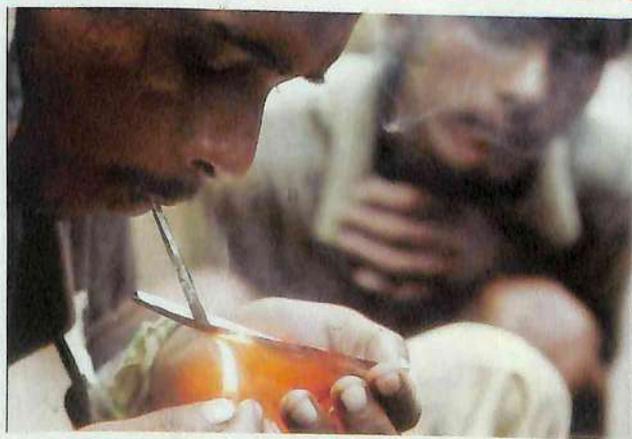
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**Mohd. Hamid Ansari**  
Vice President of India

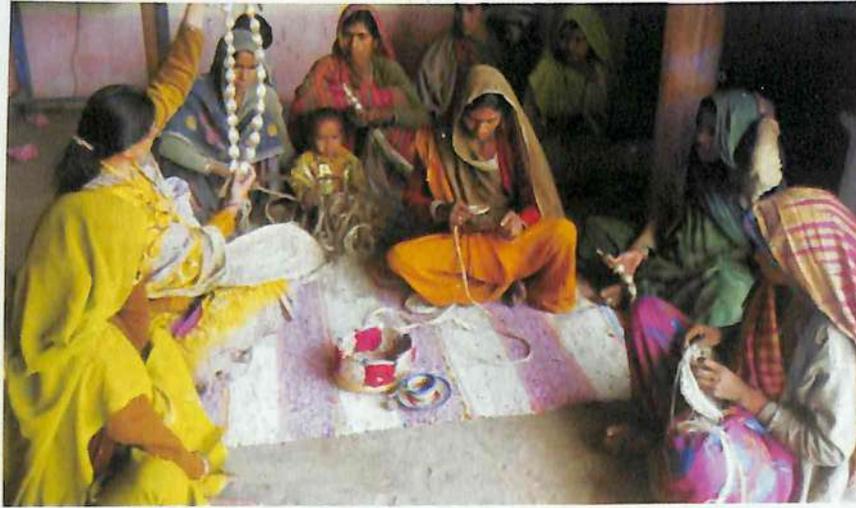
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The United Nations General Assembly by a resolution on December 7, 1987 decided to observe 26th June as the International Day against Drug Abuse and Illicit Trafficking as an expression of its determination to strengthen action and cooperation to achieve the goal of an international society free of drug abuse. This resolution recommended further action with regard to the report and conclusions of the 1987 International Conference on Drug Abuse and Illicit Trafficking.

# ग्रामस्वरोजगार प्रशिक्षण

जन शिक्षण संस्थान, गुना के कार्यकर्ताओं ने विकासखण्ड चाचौड़ा के ग्राम आमासेर में ग्रामीण महिलाओं को स्वरोजगार से जोड़ने तथा ग्रामोद्योग स्थापित करने के उद्देश्य से ग्राम की सरपंच श्रीमती कमली बाई से सम्पर्क स्थापित कर उन्हें जन शिक्षण संस्थान की कार्यप्रणाली से अवगत कराया तथा ग्राम की महिलाओं को स्वरोजगार प्रशिक्षण प्राप्त करने के लिए प्रेरित किया। इसके उपरांत सरपंच जो कि स्वयं ही आदिवासी हैं, ने ग्राम की महिलाओं को एकत्रित कर जूट रेशा सामग्री निर्माण सीखने के लिए प्रेरित किया। प्रशिक्षण के दौरान महिलाओं को जूट सामग्री का निर्माण



करते हुए आत्मनिर्भर बनने के गुण सिखाए गए। प्रशिक्षकों ने बताया कि किस प्रकार ग्रामीण महिलाएं स्थानीय हाट व बाजारों में स्वयं द्वारा निर्मित सामग्री को विक्रय कर धन का उपार्जन

कर सकती हैं। प्रशिक्षण के दौरान ही महिलाओं ने अनेक प्रकार के सुंदर-सुंदर जूट रेशा सामग्री (पैर पौछ, बेग पर्स, झूमर, दरवाजा बंद, पेन होल्डर इत्यादि) का निर्माण किया। इतना ही नहीं इस दौरान प्रशिक्षण प्राप्त कर रही महिलाओं को उनके कानूनी अधिकारों तथा स्वच्छता के बारे में भी बताया गया। संस्थान के सहायक कार्यक्रम अधिकारी, श्री बलवंत शितौरे ने महिलाओं को आत्मनिर्भर बनाने के लिए शासन द्वारा चलाई जा रही ग्राम स्वरोजगार योजनाओं की जानकारी दी।

## आत्मनिर्भरता

जिला मुख्यालय से करीब 18 किमी दूर ऊमरी ग्राम तथा वहां से कच्चे पगडंडी मार्ग पर 5 किमी दूर बसा आदिवासी बहुल ग्राम कांघई जिसकी आबादी करीब 300 है, के निरीक्षण करने के उपरांत जन शिक्षण संस्थान के फील्ड ऑफिसर श्री कृष्णकान्त सेन ने पाया कि ग्राम में साइकिल मरम्मत की कोई भी दुकान नहीं है। परिणामस्वरूप यहां के ग्रामीणों को साइकिल मरम्मत कराने व वाहन के पंचर को ठीक करने के लिए 5 किमी दूर ग्राम जानना पड़ता है। ग्राम की इस आवश्यकता को देखते हुए जन शिक्षण संस्थान ने वहां के निवासियों को यह कार्य सीखने के लिए जागरूक किया। निरीक्षण के दौरान जानकारी मिली कि



ग्राम में ही दीपू भिलाला नामक युवक है जो साइकिल मरम्मत का कार्य जानता है। लेकिन आर्थिक कमी के कारण वह उस कार्य को न करते हुए मजदूरी का कार्य कर रहा है। संस्थान ने दीपू भिलाला को समझाकर उक्त कार्य करने के लिए

प्रेरित किया तथा ग्राम के अन्य निरक्षर आदिवासी युवकों के लिए साइकिल मरम्मत का प्रशिक्षण प्रारम्भ किया। उक्त प्रशिक्षण संस्थान द्वारा निःशुल्क दिया जा रहा है। पर समय-समय प्रशिक्षणार्थियों में शिक्षा के प्रति भी जिज्ञासा उत्पन्न की जाती है। वर्तमान में प्रशिक्षणार्थी अपना नाम लिख सकते हैं। अब उन्हें साइकिल मरम्मत के लिए ग्राम से बाहर नहीं जानना पड़ता है। यह कार्य वे स्वयं कर रहे हैं। साइकिल मरम्मत के लिए संस्थान द्वारा एक टूल किट भी उपलब्ध कराई गई है। दीपू भिलाला अब एक प्रशिक्षक है। उसने एक छोटी सी गुमनाम खरीदकर ऊमरी मुख्य मार्ग पर अपना कार्य प्रारम्भ किया तथा वर्तमान में 100 रु. से 150 रु. प्रतिदिन की आमदनी कर रहा है।

# Meeting of the Chairmen and Directors of Jan Shikshan Sansthan



*On Dais (From L-R) V. Ramanathan, T.D.Kukreja, Jagmohan Singh Raju, S. Ramakrishna*

A one day meeting of the Chairmen and Directors of 41 Jan Shikshan Sansthan located in Andhra Pradesh, Karnataka, Kerala and Tamil Nadu was organised by the Directorate of Adult Education, Govt. of India, New Delhi in collaboration with Jan Shikshan Sansthan, Ernakulam at Kochi on May 27, 2010. This was the follow-up of the meeting held at New Delhi on March 25, 2010 on the reforms in the scheme of Jan Shikshan Sansthan.

Shri Jagmohan Singh Raju, Director General, National Literacy Mission Authority presided over the meeting. Others present were Shri S. Ramakrishna, Joint Director and Shri Amarjit Singh Vohra, Assistant Director, Directorate of Adult

Education, New Delhi, Shri Ajai Balakrishnan, Project Manager, Amritha University, Kollam, Shri V. Ramanathan, Regional Manager, TRIFED, Bangalore and Shri T.D. Kukreja, Manager, NSTFDC.

In this meeting presentations were made on ICT based vocational courses, role of TRIFED for promotion of tribal crafts in JSSs, role of NSTFDC for financial assistance through state channelising agencies and environment building and mobilisation programmes undertaken by different states for Saakshar Bharat.

In the interactive session with Director General, NLMA, the Chairmen of Jan Shikshan Sansthan had discussion on the important issues like training cum production centre in JSS, collateral/personal security for ST beneficiaries of JSS to get loan and opening of marketing outlets for JSS. The participants also had an interactive session with Shri Kukreja on concessional loans available for the beneficiaries.

The Directors of Jan Shikshan Sansthan then divided into two groups to select tribal crafts produced by the beneficiaries of JSSs for exhibition and to prepare common vocational courses for e-learning.

At the end of the meeting Shri S. Ramakrishna, Joint Director, Directorate of Adult Education proposed vote of thanks.

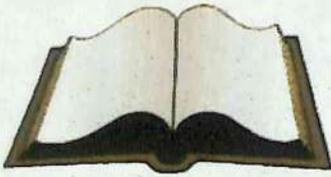
All the arrangements for the meeting were made by the Director and members of the staff of Jan Shikshan Sansthan, Ernakulam under close supervision of their Chairman.



**As long as millions live in Ignorance and hunger, I hold every man a traitor who having been educated at their expense pays not the least heed to them.**

**- Swami Vivekananda**

## Documents



Hanemann, Ulrike. **Advancing Literacy: A review of LIFE 2006-2009.** UNESCO Institute for Lifelong Learning, Germany. 2009. 64p.

The Literacy Initiative for Empowerment (LIFE 2006-2015) is one of UNESCO's three flagship initiatives dedicated to tackling illiteracy, advancing the EFA agenda and achieving the goals of the United Nations Literacy Decade (UNLD - 2003-2012). The LIFE initiative targets 35 countries that are home to 85 % of the world's population deprived of literacy competencies. It is built on genuine commitment and provides a new vision and course of action. Now that the initiative has been in place for three years, a major review has been published to take stock, assess its achievements, identify lessons learned and move forward.

UNESCO prepared the review with the following aims in mind: 1) to assess the overall performance of LIFE and evaluate the results of its implementation at country level; 2) to make a case for literacy; 3) to share experiences and lessons learned with interested stakeholders; and 4) to make contributions to the discussions on how to advance the LIFE strategy and to plan the way forward.

LIFE has achieved tangible results over the past three years and the policies and programmes developed are contributing to improving the lives of learners worldwide. The analysis of LIFE processes at country level and multiple lessons learnt from different approaches will help LIFE countries - and others - to formulate or revise their literacy policies and strategies in a way that is consistent with national

development goals and strengthens the role of literacy and other key competencies in development efforts. This publication showcases a few of the numerous examples of how national policies have managed to respond better to needs on the ground and promote literacy learning among target populations.

Saxena, Shobha. **Child Marriage in South Asia: Brutal Murder of Innocence.** Deep and Deep Publications. 2007. 206p.

The book deals with the problem of child marriage in all SAARC countries—Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan and Sri Lanka. These violate even the most basic human rights of a girl child and are an anachronism in this enlightened twenty-first century yet they are widely performed under the garb of cultural practices and social norms despite the existence of several laws and international conventions prohibiting them.

The document provides an in-depth information on various types of practices followed under the garb of marriage. It reveals their causes, compulsions, magnitude and exposes the discriminatory practices against girl child in education, health, nutrition etc. This book brings out the sexual exploitation of small girls under outdated and traditions. The patriarchal system which exists in this region, treats the girls as a non entity, it is not willing to give her even her most indispensable human rights; this unjust treatment results in her suffering adverse psychological, physical, emotional consequences throughout her life.

'Child Marriage in South Asia' takes stock of various studies, documents, laws, international conventions and the findings of research efforts, which highlight the issues, interventions, good practices, gaps, challenges and the advocacy efforts to eliminate this custom. The weak legal framework and the haphazard implementation of

marriage laws are responsible for the continuance of this evil tradition. A threadbare analysis of the failure of the legislative reforms and the initiatives taken by the states to redeem the situation brings out the reasons for the resilience of this evil custom. It also explains the reasons why the laws have not succeeded in their endeavor. An important aim of this book is to find out the most suitable measures for the prevention of early marriages; therefore, after reviewing the interventions and good practices of various countries and identifying the challenges and impediments pragmatic suggestions are made for framing the policy guidelines and for legislative interventions in devising effective programmes to eliminate this obsolete practice."

Uhlenberg, Peter (Ed.) **International Handbook of Population Aging.** Springer Verlag. 2009. 772p.

The International Handbook of Demography of Aging is the first comprehensive volume to examine research on a wide array of the profound implications of population aging. Global population aging is one of the most important issues facing human societies in the early twenty-first century. Population projections show that the proportion of the world's (TM)s population over age 60 will double between 2000 and 2050, and that about one-third of the people living in developed countries will be over age 60 in 2050. Already there are countries in Europe and Asia where the number of people over age 60 exceed the number of children, and by 2050 some of these countries will have twice as many old people as children. As noted by the 2002 UN World Assembly on Ageing Report, this global trend in population aging is unprecedented in human history, is pervasive across societies, is enduring (there is no going back to younger populations), and has profound implications for human beings.

SC Dua and Neha Gupta

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

Tel: 011-23379306, 23378206, 23379282

E-mail: [iaea\\_india@yahoo.com](mailto:iaea_india@yahoo.com)

Editor: **Dr. Madan Singh**

Website: [iaea-india.org](http://iaea-india.org)

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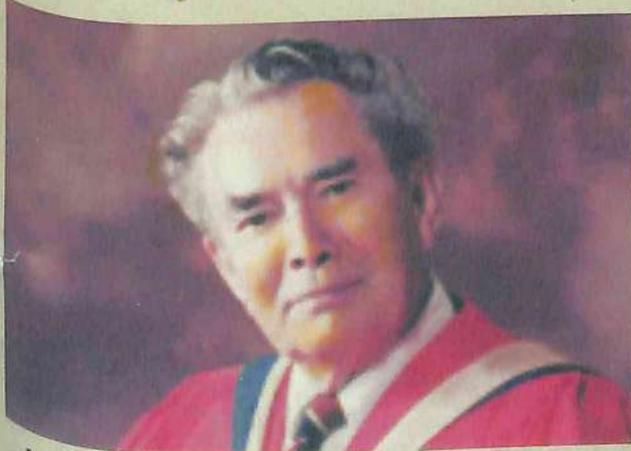


## INDIAN ADULT EDUCATION ASSOCIATION

### Dr. John K. Friesen (1912 - 2010)

### A Distinguished Canadian Adult Educator and an Ambassador of Indo-Canadian Friendship

A tribute by Prof. S.Y. Shah, Vice President, Indian Adult Education Association, New Delhi



I had the rare privilege of meeting and chatting with one of the distinguished Canadian Adult Educators, Dr. John K. Friesen at his home in Vancouver just a few days before his demise on June 12, 2010. At the ripe age of 98 years, he was undoubtedly one of the oldest Adult Educators in the world who led very active life till the end. He and his wife Martha had great interest in India and warmly welcomed and entertained Indian friends at their home. His last visit to India was in 1997

when he gave a talk at Indian Adult Education Association on the "Role of New Technologies in Adult Education". He loved Indian art and had a vast collection of Rajasthani paintings and artefacts, exhibited in the drawing room and books on India in his study. In his death, India has lost a great friend and an unofficial Ambassador in Canada.

In his career spanning over half a century, Friesen worked in various fields which included Adult Education, Population Planning and International Development. He gained prominence in his own country, considerable international stature and a reputation for his vision and capability. Ms. Kathryn Anne Kennedy who did a thesis on

Friesen observed that he successfully used a democratic, cooperative approach in discovering and responding to community requirements in adult learning.

Friesen started his career as the Principal of a school in Haskett where he worked for five years while completing his university degree by correspondence and in summer school. After graduating, he accepted a new teaching position besides promoting credit unions and establishing new cultural programmes in southern Manitoba. Later, he joined the Royal Canadian Air Force, flew 35 missions over Germany and was awarded the Distinguished Flying Cross among other citations. After the war, he pursued his Masters and Doctoral Degrees in Adult Education from Columbia University in New York. He served in Winnipeg for five years as Director of Field Staff, Manitoba

Pool Elevators and later in 1953 as the Director of Continuing Education at the University of British Columbia (UBC) where he distinguished as an Adult Educator par excellence. He was also active in cultural and human service organizations, serving in positions such as President, Vancouver Institute; Board Member, UNICEF BC; Founding Board Member, Vancouver International Festival; President, Canadian Association of Directors of University Extensions and Founding Member, Vancouver Opera Association.

Friesen's international career began in 1964 when he moved to Jaipur, India to direct a cooperation project in Adult Education between the University of British Columbia and the University of Rajasthan under the Colombo Plan. He had great satisfaction of serving as the Director of the Rajasthan Project which aimed at developing the first University Adult Education programme in India. Two years later, he joined the Rockefeller Foundation's Population Council,

developing health and family planning programmes with the Ministries of Health in Turkey and Iran. In 1973 he accepted a position with Canada's International Development and Research Centre to direct regional health and family planning programmes in Southeast Asia (Singapore), Africa (Nairobi, Kenya) and the Middle East (Cairo, Egypt). After returning to Vancouver in 1980, Friesen remained active with numerous boards, international organizations and Simon Fraser University's (SFU) Department of Gerontology which has been organising John K. Friesen Lecture Series in Gerontology.

Friesen's contributions were recognized many times, including his induction as a Member of the Order of Canada and an Honorary Doctorate from SFU.

In spite of living and working in ten different countries during his career, Friesen had great fascination for India, especially Rajasthan. In my interactions with him ever since I first met him in

1993, I found him cherishing his work and contacts he made in India during 1964-66. He has not only kept all the documents related to Rajasthan project but also graciously made them available for my research. During his tenure as the Director of Rajasthan Project, he was closely associated with the organization of Vice Chancellors Conference for promoting University Adult Education in India. The Report of the Conference co authored with Dr. S. C. Dutta was first printed in 1965 and later reprinted in 1985 by Indian Adult Education Association. It continues to be an important document in Indian Adult Education.

Dr. Friesen was a Life Member of Indian Adult Education Association and India International Center and has been closely connected with several NGOs and educationists in India. Indian Adult Education Association pays its tributes to Dr. John K. Friesen and hope that his life and work will be a great source of inspiration to Adult Educators around the world.

## Eighth E-9 Ministerial Review Meeting, Abuja, Nigeria, 21-24 June 2010



The theme of the meeting was **Literacy for Development**. Representatives from nine most highly-populated countries of the South - Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan attended this conference. These countries represent more than 60 percent of the world's population, over two-thirds of

The Eighth E-9 Ministerial Review Meeting on Education for All was held from June 21-24, 2010 at Transcorp Hilton Hotel, Abuja, Nigeria.

the world's illiterate adults and over half of the world's out-of-school children. Their education systems thus face similar challenges.

The E-9 initiative is a forum for these nine high population countries to discuss their experiences in education, exchange best practices and monitor progress on achieving Education for All (EFA). Since its launch in 1993, the E-9 network has also become a powerful lobby for EFA and South-South cooperation.

During this review meeting country representatives focussed on the specific theme discussed measures to strengthen the cooperation between E-9 countries on EFA and explored the ways the E-9 countries can support other countries of the South.

The Indian deligation was led by Smt. D.Purandeswari, Union Minister of State for Human Resource Development. Other members were Shri Jagmohan Singh Raju, Joint Secretary (Adult Education) & Director General, Nation Literacy Mission Authority and Shri G. Kamala Vardhana Rao, Private Secretary to Minister of State for HRD. The NGO sector was represented by Ms. Malini Ghose, Founder Member of NIRANTAR - Centre for Gender and Education, New Delhi.

Smt. D. Purandeswari while responding to the discussion on the synthesis of country reports on literacy for development prepared by UNESCO said that Indian government has earmarked US\$1.4 billion for adult education from the funds allocated to education sector for the XI Five Year Plan (2007-12) and 50% of the plan funds for education is allotted to elementary education and literacy. Due to these efforts there has been a considerable increase in the overall literacy level.

She also stressed the importance of gender gap and said that India with its innovative programme called Saakshar Bharat - Mission 2012 is focusing mainly on women in those districts where the literacy level of women is 50% or below with a change in the strategy focusing on villages with the responsibility given to the elected representatives to make their villages illiteracy free. She also said that the National Literacy Mission Authority has taken all the stakeholders into confidence for the successful



implementation of the programme which is being monitored by the Prime Minister's Office.

Education Ministers from E-9 countries have re-asserted their unwavering commitment to raising literacy levels to facilitate the achievement of the Millennium Development Goals (MDGs) and to the 2009 Belém Framework for Action of CONFINTEA VI, which spells out key strategies for improving and scaling up literacy efforts.

At the end of the four-day meeting, participants came up with action agenda, which will be coordinated by Nigeria as the E-9 Secretariat for the next two years.

India has accepted to host the next biennial meeting in 2012.

## Artificial Jewellery Making

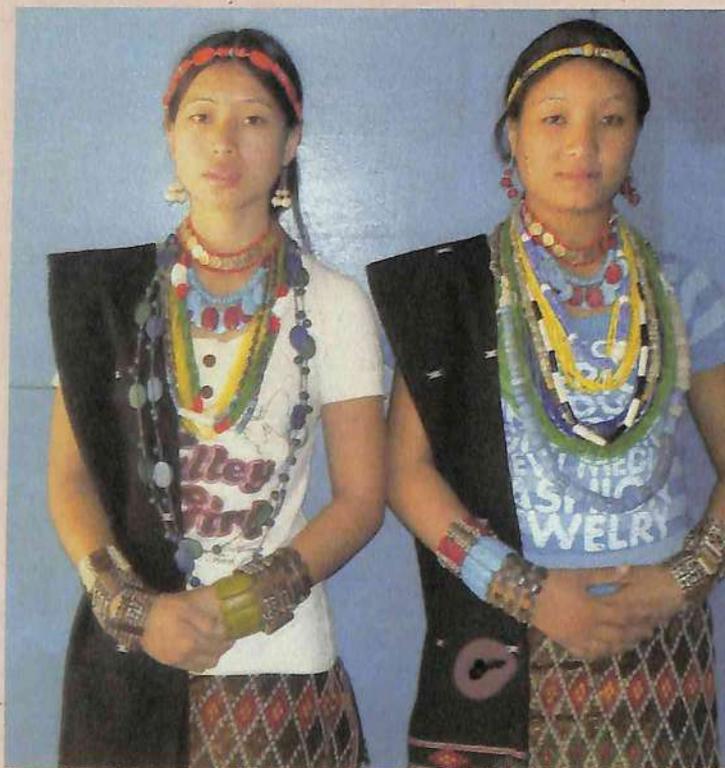
Arunachal Pradesh situated in the extreme North East part of India is a beautiful and peaceful state. It gives a magical feeling and impression as one step into this 'Land of Rising Sun'. Bird songs make car horns a distant memory. People of Arunachal Pradesh are born craftsmen and have created beautiful handicrafts which have won national and international acclaims.

Arunachal Pradesh has a strong traditional base for Ornamental

Jewellery. Traditional jewellery making is a prominent craft and has been a part of their life since its origin. Ornaments like White coral, Dhogali, Dongmin, Tado, Lisum, Golpatta, etc. made from silver, metals, bamboo, beads, stones, etc. are the paradigm of their blended cultural heritage. These Jewelleries are an integrated part of their lives and also reflect the status of their families before other villagers. The role of women is also very vital for its uses as different

designs are traditionally used by different tribes dwelling in the state. Each tribe has its own design developed since their origin. The women are more accustomed to the use of traditional ornaments on important occasions such as marriages, social gatherings and festivals.

However, with the change of time, trends, fashion and taste, large number of consumers prefer to go for artificial or costume jewellery. Such kind of



stones, beads, bones, wood, bamboo, metals are being used today in shaping these ornaments.

Artificial stones, formed when pieces of natural stones or crushed or powdered natural stones (e.g., limestone, marble, etc.) is agglomerated (bound) with plastics, cement, lime or other binders, are also used extensively in

touch.

The Parent Organization of Naharlagun JSS, Oju Welfare Association (OWA) initiated the innovative idea of training on Artificial Ornaments Making to women through JSS, Naharlagun as they have good demand in the market and provide self-employment to a large number of unemployed women. Producing imitation jewellery, fashion ornaments and premium items with traditional touch inspires a lot the beneficiaries to upkeep their long-established talent in the field of making jewellery.

The Resource Persons engaged are the elderly ladies from the interior areas of the district, who have great ideas of their customary ornamental designs. The young and enthusiastic trainers are also engaged so that the trainees can learn the most modern designs and latest

jewellery is more attractive than real gold, silver or diamond jewellery and is available at a much lower cost. Fashion jewellery is for the trend-conscious; for those who enjoy experimenting with new and unusual designs, shapes and colours. They are also available in several attractive colours. Since fashion jewellery is the cheaper copy of real jewellery, it is also referred to as imitation jewellery. However, such traditional asset of the state is stifled by lack of design development facilities, inadequate marketing support and non-availability of concessional finances and adequate institutional support.

There were abundant natural resources to ensure adequate supply of raw materials for this traditional practice. Now with the non-availability of original items and materials in the market, this heritage of the state is at stake and needs reviving. To imitate the original form of those traditional jewellery and designs, synthetic

making these fashion jewellery. The quality of raw materials used after its processing like



electroplating, polishing, cutting, soldering, engraving, refining, measuring, stone setting, cleaning, wax carving, casting, melting, etc. are procured from places of its manufacturing. Thereafter, the skilled craftsmen design them with a traditional

fashion in the field of fashion jewellery.

JSS in collaboration with its parent organisation markets the artificial jewellery in various exhibitions organised at local, state, national and international levels.

# IS IT DIFFICULT TO MOTIVATE ADULT LEARNERS?

Sharda is a Volunteer Teacher (VT) under Saakshar Bharat in a village in Uttar Pradesh. She had received a list of 11 non-literates from Gram Panchayat for enrolment as learners in the literacy center. She was able to enroll immediately seven of them for which she did not take much effort as the environment created by the Gram Panchayat in the villages were already conducive to literacy. However, she was not happy with her achievement as four women from the list were still not ready to join the literacy centre.

She met them in a group to convince them regarding the positive side of becoming literate. She told them that once they become literate they will be empowered and can look after their children well, read letters and bus numbers. To her surprise the reply she got from a woman was:

"It is the same old message I have heard a hundred times. But what good does it make?"

"I have joined the literacy center last time with a lot of expectations but dropped out after a few days as the teaching was not good and also made me feel ashamed as if our own carelessness and backwardness were to be blamed for our poverty and ill health."

Another woman agreed with the statement and said, "Yes, the VT used to act as if she knew every thing and we know nothing."

Another one said, "I don't think your advice is realistic. It is not for the poor people like us. It is

easy to make suggestions. For us these messages make no sense."

Sharda was shocked. She never expected that women will react this way. As she was intelligent, she could analyse the whole situation quickly and every thing became clear like mirror.

Meera has joined the literacy center as her friend Madhu was already enrolled there. Shakeela and Nikhat have enrolled because this is a good opportunity for them to come out of their home. Literacy Centre is the only place where they are allowed to go. Nirmala's husband is working in the city and hence, she wants to write letters to him. Anita and Nilofer are young girls and are interested to join formal school, for them it is a great opportunity to prepare for the same. Many Preraks and VTs face similar situation. To motivate the non-literates to join the literacy centre usually becomes quite difficult, if not handled carefully. Apart from this, many VTs also experience difficulty in the initial phase of teaching learning, sustaining the interest of learners for long.

In the largely non-literate environment, especially in rural areas, literacy is not in itself a daily requirement for people. There are no road signs, hoardings and notice boards. People rarely receive letters and newspapers. Hence, they feel there is no need of literacy in their daily life. It will not bring any change in their life. But this is not true. Lack of literacy skills can still have a devastating social, economic and political

impact on village people at critical moments. Therefore, there is a need to look at, think about, and analyse the issues involved in local situation. Need of literacy for each individual may be different. No single method can be prescribed to motivate adults. To motivate them for literacy, in-depth discussion with them may be necessary. If VT is alert and careful she/he can make many valuable observations during visits to the houses of the learners/potential learners and also while having discussion with them, which may be helpful in motivating the non-literates to join the literacy centers.

Sometimes VTs and Preraks get discouraged by indifferent attitude of non-literates and communities towards literacy programme. They complain that people of their village are hopeless. They are not interested in literacy and development. Therefore, they would like to work in those areas where people are more willing to participate in literacy programme. But they should understand that if such communities exist, people probably would have already joined in literacy programme leading to social change. Those who work for literacy need a great deal of courage, love and patience.

Unfortunately, those who need literacy are often those whose opinion of themselves and their own abilities are lowest. They are poor, usually women in villages, who no matter how hard work,

rarely seem to get ahead. Most of the decisions that shape their lives are taken by others - who control the house, community, society, the market, the laws and so on.

Due to poverty and dependence on others, such people begin to see themselves as others see them - worthless. They believe they are incapable of learning new skills or dealing with their own needs.

Contrary to this, many Preraks and VTs after going through training have their heads in clouds. They dream of the day when:

- Every one will join the literacy programme and learners will complete the literacy course within specified time.
- The learners will be more empowered to deal with life challenges more effectively.

- They will become more conscious of their right and duties after becoming literate.
- Literacy will enable them to raise their voices against injustice and discrimination.
- After becoming literate they will be better placed to avail the benefits of various development and welfare programmes of government and other agencies.
- They will be less dependent on others for operations needing literacy skills.
- Their image will improve in home as well as in community.
- Their self confidence will improve.
- They will be more equipped to look after the health and education of their children.

But the non-literate adults, whom they want to make literate and change their lives are more

concerned about their families' daily life. For non-literate adults, life is too uncertain right now to worry much about what will happen in future. Their concern is not for some vague and distant dream of "empowerment", it is to feed and take care of their children.

To be effective, the VTs and Preraks need to begin with the **actual and immediate** day to day concern of the adults and start work from there. When adults begin to solve some of their most immediate problems, they will start looking further ahead. Slowly, they may start understanding how things at national and international level affect their lives. But it is always safe to start from where the people are!

- Nishat Farooq

## आदिवासियों के कौशल विकास में जन शिक्षण संस्थान विशिष्ट भूमिका निभा सकते हैं : श्रीमती डी. पुरंदेश्वरी



केन्द्रीय मानव संसाधन विकास मंत्रालय, केन्द्रीय जनजातीय कार्य मंत्रालय तथा ट्रायफेड-एन.एस.टी.एफ.डी.सी. के मध्य हुए त्रिपक्षीय समझौते को क्रियान्वित करने तथा जन शिक्षण संस्थानों में सुधारों के लिए तीसरी अनुवर्ती बैठक का आयोजन दिनांक 12 जून

2010 को इन्दौर में किया गया। बैठक में केन्द्रीय जनजातीय कार्य मंत्री श्री कांतिलाल भूरिया, केन्द्रीय मानव संसाधन विकास राज्यमंत्री श्रीमती डी. पुरंदेश्वरी तथा संयुक्त सचिव, प्रौढ़ शिक्षा एवं महानिदेशक, राष्ट्रीय साक्षरता मिशन प्राधिकरण, श्री जगमोहन सिंह राजू ने भाग लिया। बैठक में

एन.एस.टी.एफ.डी.सी. के अध्यक्ष एवं सह प्रबंध निदेशक, श्री जी.एस. सूद तथा ट्रायफेड की प्रबंध निदेशक, श्रीमती स्नेह लता कुमार ने भी अपने विचार रखे। प्रौढ़ शिक्षा निदेशालय, भारत सरकार द्वारा जन शिक्षण संस्थान, इन्दौर सहयोग से यह बैठक मध्य प्रदेश एवं छत्तीसगढ़ राज्य में संचालित जन शिक्षण संस्थानों के अध्यक्षों एवं निदेशकों के लिए किया गया था।

बैठक को संबोधित करते हुए श्रीमती डी. पुरंदेश्वरी ने कहा कि माननीय प्रधानमंत्री जी ने अशिक्षा और बेरोजगारी को दूर करने के लिए संकल्प लिया है। चूंकि जनजातीय क्षेत्रों में यह समस्याएं अत्याधिक हैं और जनजातीय समुदायों के विकास के बिना देश का सर्वांगीण विकास संभव नहीं है। इसलिए राष्ट्रीय साक्षरता प्राधिकरण द्वारा विशेष रूप से आदिवासी को सशक्त बनाने के लिए प्रयास आरंभ

गया है।

इस अवसर पर केन्द्रीय जनजातीय कार्य मंत्री श्री कांतिलाल भूरिया ने कहा कि त्रिपक्षीय समझौते के तहत आदिवासी शिल्पियों का कौशल बढ़ाने के लिए उन्हें प्रशिक्षण दिया जाएगा। इस प्रशिक्षण के माध्यम से आदिवासी बेहतर पारंपरिक उत्पाद बना सकेंगे जिन्हें ट्रायफेड के शुरुम और प्रदर्शनी के माध्यम से बेचा जाएगा। उन्होंने कहा कि शिक्षा और कौशल के जरिए ही आदिवासियों की तस्वीर और तकदीर में परिवर्तन लाया जा सकता है।

बैठक में श्री जगमोहन सिंह राजू ने इस त्रिपक्षीय समझौते को जन शिक्षण संस्थानों के

माध्यम से जनजातीय क्षेत्रों में प्रशिक्षण प्राप्त कर रहे लोगों की उन्नति के लिए एक कारगर पहल बताया। उन्होंने कहा कि इसके माध्यम से सभी लाभार्थी कौशल और आर्थिक सहायता प्राप्त कर सकेंगे तथा उन्हें अपने उत्पाद के मार्केटिंग में भी मदद मिलेगी। श्री राजू ने संस्थानों से अपेक्षा भी की कि वे जनजातीय लोगों के स्वावलंबन का एक मजबूत माध्यम बने।

बैठक में एन.एस.टी.एफ.डी.सी. के अध्यक्ष एवं सह प्रबंध निदेशक श्री जी.एस. सूद, ट्रायफेड की प्रबंध निदेशक, श्रीमती स्नेह लता कुमार ने अपनी योजनाओं, उद्देश्यों तथा गतिविधियों के बारे में

विस्तार से जानकारी दी। अमृता विश्व विद्यापीठम, कोल्लम, केरल के परियोजना प्रबंधक, श्री अजय बालकृष्णन ने प्रतिभागियों को ई-लर्निंग के बारे में विस्तार से जानकारी दी। कार्यक्रम के दौरान मध्य प्रदेश और छत्तीसगढ़ के विभिन्न जिलों के जन शिक्षण संस्थान के प्रशिक्षार्थियों के द्वारा बनाये गए उत्पादों की एक आकर्षक प्रदर्शनी भी लगाई गई। प्रौढ़ शिक्षा निदेशालय, नई दिल्ली के संयुक्त निदेशक, श्री रामकृष्ण सूरा ने कार्यक्रम का संचालन एवं आभार प्रदर्शन किया।

## छत्तीसगढ़ में शिक्षा पर संगोष्ठी



के तहत मैक्सिम गोर्की, रवीन्द्रनाथ टैगोर आदि की पुस्तकें प्रदान कर राज्य संसाधन केन्द्र के निदेशक श्री तुहिन देब व उनके विभागीय कर्मचारियों द्वारा अभिनंदन किया गया।

स्वागत भाषण श्री तुहिन देब ने दिये जबकि कार्यक्रम का संचालन और आभार प्रदर्शन क्रमशः श्री सुनील राय तथा श्री रामनारायण सिंह ध्रुव ने किया।

उक्त संगोष्ठी में राज्य साक्षरता मिशन के परियोजना प्रबंधक श्री प्रशांत पाण्डेय व श्री दिनेश टांक, जनशिक्षण संस्थान रायपुर के निदेशक श्री राजेश सोनी, श्रीमती गायत्री श्रीवास्तव, श्रीमती वर्षा रावल, श्रीमती नीलांजलि, श्री विजय वर्मा, मायाराम सुरजन फाउण्डेशन के महासचिव श्री राजेन्द्र चांडक, देशबन्धु पत्र समूह से श्री शरद जैन, श्री विवेक, श्री मोहंती सहित

छत्तीसगढ़ राज्य की शिक्षा व्यवस्था एवं साक्षरता की मौजूदा स्थिति व परिदृश्य को बेहतर बनाने के उद्देश्य से राज्य संसाधन केन्द्र के तत्वाधान में गत 28 मई, 2010 को 'छत्तीसगढ़ में शिक्षा : चुनौतियाँ एवं संभावनाएँ' विषय पर एक संगोष्ठी का आयोजन किया गया। राज्य के शिक्षा सचिव तथा राज्य साक्षरता मिशन प्राधिकरण के सदस्य सचिव श्री नंदकुमार संगोष्ठी के मुख्य अतिथि थे। कार्यक्रम की अध्यक्षता अंतरराष्ट्रीय ख्याति प्राप्त कृषि अर्थशास्त्री डॉ. डी. के. मारोटिया ने की। विशिष्ट अतिथि के रूप में राज्य संसाधन केन्द्र की रायनिंग काउंसिल के सम्मानित सदस्य एवं राष्ट्रपति पुरस्कार से सम्मानित शिक्षक श्री जी. आर. नायक थे। संगोष्ठी में समाचार पत्र

'देशबन्धु' के प्रधान सम्पादक श्री ललित सुरजन ने भाग लिया।

संगोष्ठी को संबोधित करते हुए मुख्य अतिथि श्री नंदकुमार ने कहा कि विद्यालयों में जो भाषा सिखाई जा रही है वह असमानता को दूर नहीं कर सकती पर लोक बोली एवं भाषा जितनी भी है उसमें लैंगिक असमानता नहीं है। उन्होंने कहा कि वही व्यक्ति बेहतर प्रशिक्षण प्रदान कर सकता है जो स्वयं के पहल से सीखता है।

कार्यक्रम की अध्यक्षता कर रहे डॉ. डी. के. मारोटिया तथा विशिष्ट अतिथि श्री नायक ने भी उक्त अवसर पर अपने विचार रखे।

इस अवसर पर पुस्तक वाचन अभियान के जनक श्री नंदकुमार को "बुके नहीं बुक चाहिए"



अनेक प्रबुद्धजन उपस्थित थे। कार्यक्रम को सफल बनाने में श्रीमती शबाना आजमी, श्रीमती उषा वलैय्या, सुश्री सोनम, श्री दीपक दबड्ढाव, श्री डम्बरुधर दीप, श्री बिहारी लाल बान्धे, सुश्री कमल नारंग एवं श्री सुरेश मिर्चे का प्रमुख योगदान रहा।

# आजीवन शिक्षा केन्द्र त्रिलोकपुरी : परिक्षाएं सम्पन्न हुई



भारतीय प्रौढ़ शिक्षा संघ द्वारा दिल्ली के त्रिलोकपुरी इलाके में संचालित आजीवन शिक्षा केन्द्र के माध्यम से समाज के आर्थिक एवं सामाजिक स्तर पर पिछड़े वर्ग की महिलाओं को कटाई-सिलाई एवं कढ़ाई, सौंदर्य एवं स्वास्थ्य संवर्धन (ब्यूटी कल्चर एण्ड हेल्थ केयर) पर प्रशिक्षण प्रदान किया जा रहा है।

लगभग 90 किशोरियां तथा महिलाएं इस समय यहां प्रशिक्षण ले रही हैं। जन शिक्षण संस्थान

जून 26, 2010 को आयोजित प्रयोगात्मक परीक्षा में परीक्षक द्वारा शिक्षार्थियों से उनके विषय से संबन्धित विभिन्न कार्य करवाए गए ताकि उनकी



प्रयोगात्मक क्षमताओं को आंका जा सके। मौखिक परीक्षा के दौरान शिक्षार्थियों से अनेक प्रश्न किए गए जैसे मेकअप करते समय हमें कौन कौन सी सावधानियां बरतनी चाहिए, सन्तुलित

द्वारा निर्धारित दिशा निर्देशों पर आधारित इन सभी पाठ्यक्रमों की अवधि 6 मास है। इस आजीवन शिक्षा केन्द्र में जून 26, 2010 को ब्यूटी कल्चर एण्ड हेल्थ केयर के दूसरे बैच की सात छात्राओं के लिए परीक्षाएं आयोजित की गईं।

आहार तथा सौन्दर्य के पैमाने क्या हैं, आदि। जून 29 को सैद्धान्तिक परीक्षा आयोजित की गई जिसमें शिक्षार्थियों ने लिखित रूप में प्रश्नों के उत्तर दिए।

## महू एवं मानपुर में महिलाओं हेतु विधिक चेतना शिविर का आयोजन



राष्ट्रीय महिला आयोग, नई दिल्ली द्वारा महिलाओं में विधि सम्बंधी संवेतना निर्माण हेतु देशभर में दस विधिक चेतना शिविरों को आयोजित करने का दायित्व भारतीय प्रौढ़ शिक्षा संघ, नई दिल्ली को प्रदान किया गया है। इनमें से दो चेतना शिविर मध्य प्रदेश के महू स्थित सामाजिक संस्थान, आशा कला केन्द्र के सहयोग से जून 18-19, 2010

को महू में और जून 25-26, 2010 को मानपुर में आयोजित किए गए।

महू में इस विधिक चेतना शिविर का आयोजन आशा कला केन्द्र परिसर में ही किया गया जिसमें जिला एवं सत्र न्यायाधीश श्री अनीष मिश्रा मुख्य आतिथि थे। शिविर की अध्यक्षता श्री कैलाश चौधरी, अध्यक्ष, भारतीय प्रौढ़ शिक्षा संघ, नई दिल्ली ने की। श्री विष्णु प्रताप सिंह राठौर, परियोजना अधिकारी, महू शिविर में विशेष आतिथि के रूप में उपस्थित रहे।

अपने उद्घाटन भाषण में न्यायाधीश श्री मिश्रा ने उपस्थित महिलाओं को कानून में वर्तमान में हुए संशोधनों के बारे में जानकारी प्रदान की। उन्होंने बताया कि सर्वोच्च न्यायालय के निर्णय के अनुसार अब महिलाओं को अपने पिता की सम्पत्ति पर पुत्रों के समान ही

अधिकार प्राप्त है। श्री मिश्रा ने महिलाओं का आह्वान करते हुए कहा कि चेतना का जन्म संस्कारों से होता है एवं उसका प्रवाह भी संस्कारों के कारण ही बना रहता है। स्वाभाविक है कि विधिक प्रावधानों की जानकारी महिला ही अपने



परिवार एवं समाज को उपयुक्त रूप से प्रदान



दायें से बायें क्रमशः सुरेश खण्डेलवाल, कैलाश चौधरी, गीता लखवानी, पद्मविलोचन शुक्ल, ओमप्रकाश ढोली

सकती है।  
उद्घाटन सत्र के मुख्य वक्ता श्री राठौर ने शासन की घरेलू हिंसा अधिनियम व विभिन्न योजनाओं एवं विभाग द्वारा संचालित कार्यक्रमों के विषय में जानकारी प्रदान की। श्री राठौर ने विधिक चेतना के प्रचार-प्रसार के लिए स्वयंसेवी संगठनों एवं शासन के समन्वय की आवश्यकता पर बल दिया।

दी।

वैष्णव विधि महाविद्यालय इन्दौर की प्राध्यापिका सुश्री ऋतु त्रिवेदी ने महिलाओं से संबंधित संवैधानिक उपबंधों के साथ अन्य कानूनों की विस्तार से जानकारी देते हुए महिलाओं की समस्याओं एवं जिज्ञासाओं का समाधान किया।

श्री एस.आर. सोलंकी, एडवोकेट, श्रीमती लक्ष्मी यादव, सुश्री संगीता मेहता ने भी विभिन्न संवैधानिक प्रावधानों की जानकारी दी। कार्यक्रम का संचालन भारतीय प्रौढ़ शिक्षा संघ के सहायक निदेशक, श्री राजेश चौधरी ने किया।

शिविर के समापन सत्र की अध्यक्षता वरिष्ठ पत्रकार श्री ओमप्रकाश ढोली ने की। इस सत्र में मुख्य अतिथि अतिरिक्त पुलिस अधीक्षक श्री पद्मविलोचन शुक्ल तथा वक्ता शासकीय विधि महाविद्यालय, इन्दौर के प्रो. प्रवीण चौधरी एवं वरिष्ठ अभिभाषक सुश्री गीता लखवानी थे।

आदिवासी क्षेत्र मानपुर में शिविर का आयोजन स्थानीय सामुदायिक स्वास्थ्य केन्द्र में किया गया। इस शिविर में ग्रामीण, पर्वतीय एवं आदिवासी अंचल की महिलाओं ने भारी संख्या में भाग लिया। शिविर का प्रारंभ भारतीय प्रौढ़ शिक्षा संघ, नई दिल्ली एवं आशा कला केन्द्र, महु के अध्यक्ष, श्री कैलाश चौधरी के स्वागत भाषण के साथ हुआ। शिविर का उद्घाटन एस.डी.एम. श्री पी. सी. राठी एवं अध्यक्षता एकीकृत बाल विकास योजना के परियोजना अधिकारी श्री व्ही.पी.एस. राठौर ने की। श्री राठी ने महिलाओं का आह्वान

किया कि वे अपने अधिकारों के प्रति सजग रहें। उन्होंने कहा कि जिस समाज में स्त्री सजग रहती है उसका विकास निश्चित है। श्री राठौर ने श्रोताओं



को घरेलू हिंसा कानून के प्रावधानों की जानकारी देते हुए दहेज प्रतिबंध, बाल विवाह आदि कुरीतियों के बारे में आगाह किया। शिविर में विधि महाविद्यालय की प्राध्यापिका सुश्री ऋतु त्रिवेदी, वरिष्ठ अधिवक्ता एवं समाजसेवी सुश्री गीता लखवानी, श्रीमती लक्ष्मी यादव, श्रीमती संगीता मेहता एवं श्री एस.आर. सोलंकी ने महिलाओं को उनके अधिकारों के बारे में विस्तार से बताया।

कार्यक्रम में प्रभारी परियोजना अधिकारी, सुश्री निवेदिता अमीन, वरिष्ठ पत्रकार, श्री इस्माईल सैफी, सामुदायिक स्वास्थ्य केन्द्र प्रभारी, डा. आर.एस. तोमर आदि भी मंच पर रहे। आशा कला केन्द्र के सचिव, श्री सुरेश खण्डेलवाल ने अतिथियों व शिविरार्थियों के प्रति कृतज्ञता ज्ञापित की।

दोनों ही शिविरों में संविधान में प्रदत्त समानता का अवसर, मौलिक व मानव अधिकार, महिलाओं के पंचायतों व नगरीय निकायों में आरक्षण, महिला आयोग, मानवाधिकार आयोग, लोक अदालत, परिवार न्यायालय आदि विषयों की जानकारी दी गई।



दायें से बायें क्रमशः सुरेश खण्डेलवाल, कैलाश चौधरी, आर.एस. तोमर, पी.सी. राठी, व्ही.पी.एस. राठौर, अनोखीलाल भार्गव

सचिव श्री सुरेश खण्डेलवाल ने किया। केन्द्र के उपाध्यक्ष श्री चम्पालाल यादव ने माननीय अतिथियों एवं सभी प्रतिभागियों के प्रति आभार व्यक्त किया। आर.सी. जाल विधि महाविद्यालय की प्राध्यापिका श्रीमती आशा वर्मा ने हिन्दू विवाह अधिनियम के अन्तर्गत महिलाओं को प्रदत्त अधिकारों के विषय में अपने विचार व्यक्त किए। साथ ही उन्होंने अपने विचार व्यक्त किए। साथ ही उन्होंने महिलाओं के प्रति हो रहे अत्याचार एवं प्रताड़ना के लिए कानून द्वारा प्रदत्त उपचारों की भी जानकारी

# Two Days Legal Awareness Programme for Women



There were three Legal Awareness Programmes, each two days duration, were organised at Kanpur, Lucknow and Narendrapur. All the programmes were funded by National Commission for Women to Indian Adult Education Association but conducted by U.P. and West Bengal Branches of Indian Adult Education Association.

The first two day Legal Awareness Programme was conducted at Pd. Shri Narain Inter College, Choubeypur, District Kanpur on July 4-5, 2010 by U.P. Branch of Indian Adult Education Association, New Delhi in collaboration with Jan Shikshan Sansthan, Kanpur. This programme was conducted with the financial assistance of National Commission for Women sanctioned to Indian Adult Education Association, New Delhi. Around 65 rural women participated in the programme.

The programme was inaugurated by Shri Raja Ram Pal, Member of Parliament and renowned Lawyer by lightening the lamp. Dr. Madan Singh, General Secretary, Indian Adult Education Association and Chairman, U.P. State Branch of IAEA in his welcome address detailed the objectives of the

programme and the need for creating legal awareness to empower women to lead a peaceful life.

In all nine Resource Persons spoke on different topics of interest. They are Shri Sayeed Naquvi, Senior Lawyer on Family Laws, Dr. V.N. Singh, Sociologist and Ex-HOD, DBS College, Kanpur on Prostitution, Ms. Rama Gupta, Ex-President/Secretary, Bar Council, Kanpur on Domestic Violence, Shri K.N. Pandey, Senior Lawyer on Indian Constitution and Women and Smt. Abha Chaturvedi, Chairperson, Hind Mahila Sabha, Kanpur on RTI Act, 2005 and its various clauses.

Smt. Asha Singh, Legal Family Advisor, Legal Cell, Kanpur spoke on Family Laws, Shri Ram Kishore Bajpai, Executive Member, Lok Sewak Mandal, Kanpur gave a lecture on Panchayati Raj Act, 2005 which was followed by Shri Athar Nayeem, Social Worker on Child Marriage. The last lecture was delivered by Smt. Poornima Singh, General Secretary, Women Welfare Committee, Kanpur on Exploitation of Women.

The concluding address was delivered by Justice S.C. Verma, Chairman, India Literacy Board, Lucknow. Others present were Shri R.K. Mittal IAS (Retd.) Director, State Resource Centre,

Lucknow, Dr. (Smt.) Asha Rani Rai, Vice-Chairperson of JSS, Kanpur, Dr. Madan Singh, General Secretary, IAEA, New Delhi and Shri Rajesh Kumar Bajpai, Director I/c, JSS, Kanpur.

The second Legal Awareness Programme was organised at Sarojini Nagar Community Development Block at Lucknow district on July 9-10, 2010 in which 77 women participated. The programme was inaugurated by Justice S.C. Verma, Chairman, India Literacy Board.

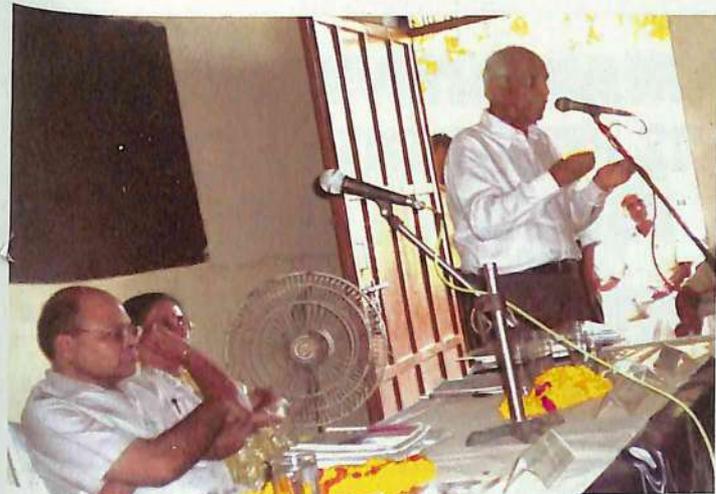


(From L-R) V.N. Singh, Madan Singh, S.N. Pandey, Rama Gupta, Abha Chaturvedi

The subjects covered in the programme were :

1. Need and Importance of the Programme.
2. Status of Women in the Indian Constitution.
3. Women and Family Laws.
4. Women and Panchayati Raj.
5. Law against Domestic Violence.
6. Right to Information.
7. Child marriage, Prostitution and Dowry.

The Resource Persons addressed the participants were Justice S.C. Verma, former



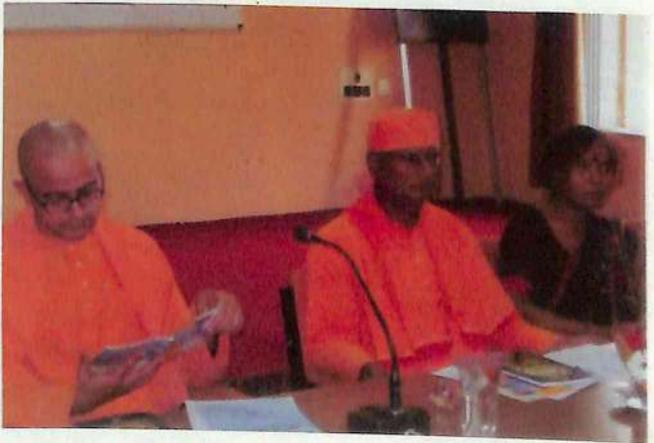
(From L-R) R.K. Mittal, Asha Rani Rai, Justice S.C. Verma

Institute, Lucknow, Shri D.R.D. Pandey, Deputy Director, State Electricity Training Institute, Lucknow, Shri R.S. Upadhyay, Retd. Director, Deen Dayal Research Institute, Gonda, Shri

of Smt. Rajshree Biswas, Secretary, West Bengal State Branch in collaboration with R.K. Mission Lokshiksha Parishad, Narendrapur on July 9-10, 2010 at Narendrapur. In all 60 women participated in the programme. The programme was inaugurated by Swami Suparnanandaji Maharaj, Secretary, R.K. Mission Ashram, Narendrapur. There were six technical

Lokayukta, U.P., Justice Y.R. Tripathi, Retd. Judge, High Court, Lucknow Bench, Shri P.S. Chhabra, Retd. Judge, District Court, Dr. Madan Singh, Chairman, IAEA, U.P. Branch, Shri T.N. Gupta, Senior

Ramesh Singh, President, Patanjali Yog Samiti (south zone), Lucknow, Dr. Usha Rai, Lecturer, St. Columbus Degree



College, Lucknow, Dr. Laxmi Singh, Incharge, Patanjali Yog Samiti, Lucknow, Dr. S.C. Upadhyay, Head, General

sessions in the programme in which specific topics were covered by the Resource Persons. They were Women and Family Laws (Smt. Gouri Dhar), Women and Panchayati Raj (Shri Suddhasil Bose), Right to Information (Dr. Shaktipada Haldar), Child Marriage, Prostitution and Dowry (Shri Amitava Khandait), Law Against Domestic Violence (Shri Manab Mondal) and Women and Constitution (Shri Ashis Das).

Advocate, High Court, Lucknow Bench, Shri Y.K. Bharadwaj, Director, State Electricity Training Institute, Lucknow, Shri G.S. Mishra, former Director, State Electricity Training

Activity, State Resource Centre, U.P. The valedictory address was given by Justice Y.R. Tripathi, Retd. Judge, High Court, Lucknow Bench.

The programme was also attended by Shri Sudhir Chatterjee, Associate Secretary, IAEA, New Delhi and Shri Indubhushan Bhattacharya, Chairman of the Local Municipality.



The third Legal Awareness Programme was organised by West Bengal Branch of IAEA under the overall supervision

The valedictory address was given by Shri Nilu Naskar, Elected Representative of the Local Self Government.

## ROTARY HONOUR TO DIRECTOR, JAN SHIKSHAN SANSTHAN, COIMBATORE



(From L-R) Rajan Muralidharan, A.V. Padhy, C. Rajendiran, K.R. Pandian, T.K. Shanmuganandam, V. Balasubramanian, A.S. Elango, Kavidasan

The Rotary Club of Coimbatore West under Rotary International District 3201 honoured Shri V. Balasubramanian, Director, Jan Shikshan Sansthan, Coimbatore with Vocational Service Award on June 21, 2010 in recognition of his tireless service for the benefit of the organisations associated with the Jan Shikshan Sansthan through disciplined and trained manpower contributing to creation of wealth for the country and to foster harmony among the citizens of all strata of society.

The award was presented to him by Shri C. Rajendiran, Commissioner, Central Excise and Customs.

Others present on the occasion were Dr. Chinthanai Kavingar Kavidasan, Director HR - Roots Industries India Ltd, Shri T.K. Shanmuganandam, Chancellor of Avinashilingam University for Women and Chairman, JSS, Dr. K. Selvarajan, Vice Chairman, JSS, Shri Sabarinadhan, Director, Doordarshan Kendra, Shri L. Sivasamy, Assistant Director, SC, ST Coaching cum Guidance Centre, District Employment Exchange, leading Industrialists, Doctors, Heads of Collaborating Organisations, Members of the Board of Management, staff, Resource Persons and Ex-trainees of JSS, Rotarians and other invitees.

## SHRI ANANTHA SUBBA RAO IS PRESIDENT OF FPAI, BANGALORE BRANCH



Shri K. S. Anantha Subba Rao, a Life Member of Indian Adult Education Association has been recently elected as the President of the prestigious Non-Government Organisation Family Planning Association of India (FPAI), Bangalore Branch. Shri Rao earlier

had worked as Director, Education and Training in FPAI, National Headquarters at Mumbai.

FPAI, Bangalore Branch is working for the cause of controlling population growth rate, sexual and reproductive health and rights including family planning, gender issues, adolescent education and other related programmes for more than 55 years.

Indian Adult Education Association wishes Shri Rao all success in his new assignment.

## PROF. SARASWATI AGRAWAL IS THE DIRECTOR OF ACEE, CSJM UNIVERSITY

Prof. Saraswati Agrawal has been appointed recently the Director of the Department of Adult Continuing Education and Extension, Chhatrapati Shahu Ji Maharaj University, Kanpur. Dr. Sandeep Singh has been appointed in the same department as Reader.

## AICMED WINS BRONZE MEDAL FOR THE FILM "MELTDOWN"

All India Council for Mass Education and Development (AICMED), Kolkata has won a Bronze Medal for its film "Meltdown" at Cannes Lion Festival for Ad and Publicity Films. The Creative Head is Shri Kaustuv Chatterjee. The film is to create awareness among school children on the menace of global warming and what they can do about it.

# ENLIGHTENMENT PROGRAMME FOR THE WARDS OF RAG PICKERS



The Department of Adult, Continuing Education and Extension, University of Pune, Maharashtra organised a one day Educational Enlightenment Programme for 55 wards of rag pickers of Pune City on June 7, 2010 in the University Campus. The programme was coordinated by Dr. Satish Shirsath. The main objective of the programme was to orient the wards regarding their career, inculcate confidence in them their future and to enlighten them the spirit of learning.

Prof. Dhananjay Lokhande, Director and Head,

Department of Adult, Continuing Education & Extension inaugurated the programme and said that they must hero worship the great people who have succeeded in their life and follow their path to overcoming the difficulties to achieve success in life.

Prof. Ramnath Chavan, renowned writer and Chair Professor of Annabhau Sathe Adhyasan, University of Pune in his address said that progress in life should not be hampered because of poverty and social backwardness. One has to challenge the negatives aspects in life and look for a bright future through high ambition and hard work.

Shri Madhumilind Mehendale and Shri Vivek Velenkar, experts in career counseling acted as resource persons in this programme. The participants were shown a documentary film on unorganised workers titled "Viskalit" prepared by the Department.

Dr. Kailas Sonawane, Senate Member, University of Pune gave the concluding address.

# NATIONAL SEMINAR ON EMERGING CHALLENGES OF DUAL MODE UNIVERSITIES: THE NCHER BILL, 2010



A one day National Seminar on "Emerging Challenges of Dual Mode Universities: The NCHER Bill, 2010" was jointly organised by University of Kalyani, Kalyani, West Bengal and Directorate of Open and Distance Learning, University of

Kalyani was held at the university campus on June 29, 2010. Vice Chancellors, Educationists, Professors, Researchers from different universities and institutions attended the seminar. Shri Sujit Kumar Datta, Life Member of

Indian Adult Education Association was also an invitee. The seminar was inaugurated by Prof. Alok Kumar Banerjee, Vice Chancellor, University of Kalyani, Prof. Swapan Kumar Pramanik, Vice Chancellor, Vidyasagar University, Midnapore and Prof. J.K. Sarkhel, Director, and Directorate of Open and Distance Learning, University of Kalyani spoke in detail about the merits and demerits of the Bill and its effect on the higher education system in India.

# Saakshar Bharat : Review Meeting at Salem



Uma, J. Chandrakumar, Jagmohan Singh Raju, T.H. Chenzhamil Selvi, Nasim Ahmed

The first meeting to review the progress made in the implementation of Saakshar Bharat programme in five districts of Tamil Nadu - Villupuram, Perambalur, Salem, Erode and Dharmapuri was held at Salem on June 1, 2010. The meeting was presided over by Shri Jagmohan Singh Raju, Director General,

National Literacy Mission Authority. Dr. Nasim Ahmed, Assistant Educational Advisor, National Literacy Mission Authority was also present in the Meeting.

Smt. Centhamil Selvi, Director of Non-formal/Adult Education, Govt. of Tamil Nadu gave a presentation on the State Literacy Mission Authority while the Additional Chief Education Officers of the five districts gave the presentation on the progress made so far by their districts. While appreciating the action taken by the districts and the SLMA, Shri Jagmohan Singh Raju was of the opinion that the districts need to take action on some of the critical steps including filling up of the posts, conduct of survey, conversion of CEC into AECs, etc.

Shri J. Chandrakumar, District Collector, Salem welcomed the participants and Dr. R. Rajan, Director, SRC, Chennai gave the vote of thanks.

## 23rd IRA World Congress on Reading



The International Reading Association and Reading Association of New Zealand are jointly organising the 23rd World Congress on Reading at SKYCITY Convention Centre, Auckland, New Zealand from July 12-15, 2010. Delegates from all over the world will be attending this Congress. The Indian Adult Education Association will be represented by Shri K.C. Choudhary, President, IAEA (President, Reading Association of India) and Prof. S.Y. Shah, Vice President, IAEA (President Elect, Reading Association of India).

## 59th All India Adult Education Conference

The 59th All India Adult Education Conference will be organised by Indian Adult Education Association on December 23-26, 2010 at Tapovan Sanskarpith, Village Amiyapur, Post Sugad, District Gandhinagar, Gujarat. The theme of the Conference is **Promoting Reading Habits and Creating Literate Society.**

Papers relating to the theme are invited from the delegates. The papers may be sent through E-mail: [directoriae@gmail.com](mailto:directoriae@gmail.com)

## “पहाड़ की संघर्षशील सफल महिला की कहानी” उसी की जुबानी

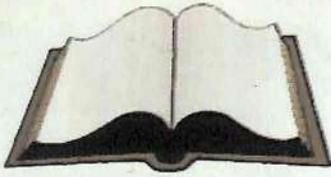


हिमालय की वादियों में बसा जनपद टिहरी और इसके 9 विकास खण्डों में एक है विकास खण्ड चम्बा जो अपनी नैसर्गिक सुन्दरता के लिए प्रसिद्ध है। यह कहानी चम्बा के ही दिखोल गांव की है जहां लगभग 200 परिवार निवास करते हैं। इनकी आजीविका का आधार मात्र खेती और पशुपालन है। इसी गांव में सुन्दर सिंह का परिवार रहता है। परिवार में सुन्दर सिंह की पत्नी, दो पुत्र तथा पांच पुत्रियां हैं। सुन्दर सिंह की सात संतानों में सबसे बड़ी उषा बचपन से ही एक पांव से विकलांग है। आर्थिक स्थिति ठीक न होने के कारण वह प्राथमिक शिक्षा से भी वंचित रह गई। उसका बचपन अपनी माता के साथ घर में खेती-बाड़ी और गाय, भैंस पालने में गुजर गया। 18 वर्ष की आयु में उसकी शादी उसके गांव से 20 कि.मी. दूर कुडियाल गांव में हो गई। ससुराल में परिस्थितियां सपनों के विपरीत थीं। प्रति मानसिक रूप से विकलांग था, ससुर का देहांत हो गया, एक छोटा देवर, नन्द-जिसकी पढ़ने-लिखने की उम्र थी परंतु साधन नहीं था और विधवा बूढ़ी सास थी। उषा देवी को घर में दो वक्त की रोटी भी नसीब नहीं होती थी। बचपन से ही स्वाभिमानी उषा ने एक दिन गांव में जन शिक्षण संस्थान के माध्यम से जन सम्पर्क अभियान कार्यक्रम का संचालन देखा। संकोच से ही सही वह अपने घर के आंगन में अपनी सहेली को उस कार्यक्रम के बारे में पूछने लगी। वह सोचने लगी क्यों न बाकी लोगों (औरतों-मर्दों)

की तरह वह भी इस कार्यक्रम में भाग ले। दूसरे दिन जन शिक्षण संस्थान के कुछ कार्यकर्ता उसके घर के बगल से गुजर रहे थे। हिम्मत बांध कर उषा ने एक कार्यकर्ता से पूछा कि कल वहां पर क्या बातें हो रही थी? कार्यकर्ता ने उसे कार्यक्रम की जानकारी दी और उसके फायदे समझाए। उषा देवी अब कार्यक्रम से जुड़ने का सपना देखने लगी। धीरे-धीरे वह जन शिक्षण संस्थान टिहरी गढ़वाल द्वारा चलाए जा रहे निरंतर कार्यक्रमों से घुल-मिल गई। संचालकों के संपर्क में आ उषा ने सिलाई-कढ़ाई और बाद में चरखा कातना भी सीख लिया। अपने मृदु स्वभाव से वह अपनी अन्य सहेलियों को भी कढ़ाई-बुनाई कार्यक्रम के लिए प्रेरित करने लगी। घर में अपनी रोजमर्रा के कार्यों को निपटाने के बाद जो भी समय निकलता उसमें वह गांव के और लोगों के साथ कताई-बुनाई का कार्य करती। उषा देवी को अब आशा की एक हल्की सी किरण दिखने लगी थी। बड़ी मेहनत और लगन से उसने और लोगों के सहयोग से गांव में एक समूह बनाया। कताई-बुनाई को उषा देवी ने अपनी आजीविका का साधन बनाने का सोचा। विवाह के कुछ समय बाद घर में एक बच्चे का जन्म हुआ। अब वह कुछ और सीखने और पढ़ने के सपने सजोने लगी थी कि एक बार फिर ईश्वर की क्रूरता ने उसे घेर लिया। अस्वस्थ पति का देहान्त हो गया। उसे ऐसा आभास हुआ कि मानों उसके जीवन पर एक पहाड़ टूट पड़ा हो। फिर भी वह अपनी दृढ़ इच्छा शक्ति और मेहनत से अपने परिवार के भरण-पोषण और बच्चे की पढ़ाई-लिखाई के लिए आर्थिक संसाधन जुटाने के प्रयासों के बारे में सोचती रही। पर वह हिम्मत नहीं जुटा पा रही थी। इसी दिशा में पहल करते हुए एक दिन वह जन शिक्षण संस्थान के रानीचौरी स्थित कार्यालय में पहुंच गई और अपनी आप बीती सुनाने लगी। जन शिक्षण संस्थान के कार्यकर्ताओं की सलाह पर उसने जन

शिक्षण संस्थान के माध्यम से कताई-बुनाई का कार्य शुरू करने का तय किया। इससे कुछ आर्थिक सहायता प्राप्त कर उसे सुकून मिला। अपनी लगन और मेहनत से श्रीमती उषा देवी ने संस्था से हथकरघा तथा चरखा लेकर धागा कातना, बुनना शुरू कर दिया। पहले उन्हें शाल बुनने में समय लगा परंतु अपनी सफलता को देखकर वह खुशी से फूले नहीं समायी। उन्हें लगा जैसे उसने कोई बड़ी मंजिल प्राप्त कर ली है। धीरे-धीरे उषा देवी ने जन शिक्षण संस्थान के कार्यकर्ताओं द्वारा ऊन का लेखा जोखा व उसके द्वारा निर्मित वस्तुओं को बनाने का कार्य सीखना प्रारंभ किया। उसने निर्मित वस्त्रों को जन शिक्षण संस्थान के माध्यम से बेच कर उससे प्राप्त धन से अपना खाता खोल बैंक में उस धनराशि को जमा करना शुरू कर दिया। उषा देवी ने सोचा यदि वह अपने द्वारा बनाए गए वस्त्रों को एक सुगम स्थल पर इकट्ठा करे तो वस्त्रों का मूल्यांकन एवं विपणन सही तरीके से होगा। उसने सड़क से जुड़े चम्बा बाजार में एक दुकान किराए पर लेकर कताई-बुनाई, कढ़ाई का कार्य शुरू किया। धीरे-धीरे उसके कार्य को प्रसिद्धि मिलने लगी। जो भी आदमी उधर से गुजरता उसका उत्पाद खरीदने के लिए उत्सुक रहता। धीरे-धीरे उषा देवी के कार्य की सराहना होने लगी। सरकार द्वारा संचालित प्रदर्शनियों, उसके इलाके में लगे मेलों में भी उसके द्वारा निर्मित सामग्री प्रसारित होने लगी। श्रीमती उषा देवी की मेहनत का प्रचार-प्रसार इतना हो गया कि पर्यटक, देशी-विदेशी सैलानी व गंगोत्री यमुनोत्री जाने वाले तीर्थ यात्री सभी उसके कार्यशाला से हस्त निर्मित वस्त्रों की खरीद करने लगे। इसी क्रम को आगे बढ़ाते हुए श्रीमती उषा देवी ने अपना अंगोरा खरगोश ऊन व वस्त्र उत्पादन का केन्द्र स्थापित किया। अपनी कड़ी मेहनत और लगन से अपने समूह के साथ आज वह प्रतिवर्ष रु. 90,000 से 1,15,000 रूपयों की वार्षिक आय प्राप्त कर रही है तथा अपने परिवार व गांव के अन्य उद्यमी लोगों के बीच स्वावलम्बन के साथ अपने परिवार का पालन पोषण कर रही है। निश्चित ही उषा देवी की यह संघर्ष यात्रा अन्य नवसाक्षरों के लिए प्रेरणास्पद होगी।

## Documents



Abdul, APJ Kalam. **Spirit of India.** New Delhi, Rajpal and Sons. 2010.

Having tasted the fruits of development Indians are hungry for more- more education, more opportunities, more development. But their dreams of prosperous and united India seem precariously close to being shattered as the demon of divisive politics, the gaping economic inequalities, the increasing terror and unrest within and at our borders tear into the vitals of the nation and the very idea of nationhood. Under such conditions how do we preserve the core and concept of India and aim for development?

Addressing these concerns and providing some answers is Dr Kalam who believes that at the heart of the nation is the individual and it is only when each individual citizen achieves success that the nation can succeed. Fired by idealism yet grounded in reality, Spirit of India shows that it is possible to progress at both the individual and national level provided we abide by the principal "that the nation is bigger than any individual or organistaion" and understand that "only borderless minds can create a borderless society."

Ahmed, Manzoor. **The State and development of adult learning and education in Asia and the Pacific: regional synthesis report.** Hamburg, UNESCO-UIL. 2009. 84 p.

This paper is the regional synthesis report for the Asia-Pacific

Region, presented and considered at the Asia Pacific Regional Conference, 6-8 October 2008, Seoul, Republic of Korea.

This synthesis report has been prepared on the basis of national reports and other relevant materials on the development and state of adult learning and education in Asia Pacific. The purpose of the report was to identify the key issues on adult learning and education in the region and suggest recommendations and benchmarks for CONFINTEA VI.

Nariman, Fali S. **Before Memory Fades: An Autobiography.** Hay House. 2010. 459 p.

The document is a revelatory, comprehensive and perceptive autobiography - candid, compelling and authoritative.

Starting with his formative years, when he had the good fortune to interact with many eminent judges and advocates, Fali S. Nariman moves on to deal with a wide variety of important subjects, such as:

- The sanctity of the Indian Constitution and attempts to tamper with it.
- Crucial cases that have made a decisive impact on the nation, especially on the interpretation of the law.
- The relationship between the political class and the judiciary.
- The cancer of corruption and how to combat this menace.

The author outlines measures to restore the now-low credibility of the legal profession.

He also delineates his role in several high-profile cases. In recognition of his track record, the Government of India nominated him to the Rajya Sabha. He describes the highlights of his tenure there. Both members of the legal profession and the lay reader will find the contents informative

and useful.

UNESCO Office Bangkok and Regional Bureau for Education in Asia and the Pacific. **Faith-based advocacy manual for adolescent reproductive and sexual health, Buddhism.** Bangkok, UNESCO Office Bangkok, 2009. 40p.

UNESCO's Faith-based Advocacy on Adolescent Reproductive and Sexual Health (ARSH) for Buddhism in Thailand was prepared by religious experts under the direction and guidance of the Asia-Pacific regional project "Advocacy and Educational Support for Adolescent Reproductive Health" undertaken by UNESCO Bangkok.

The manual provides guidelines to advocate for planning, conducting and monitoring initiatives directed toward religious leaders for the promotion and support of ARSH. The manual is intended to empower religious leaders and ARSH advocates so that they can support ARSH programmes. The manual consists of four modules, which include: 1) the status of adolescent reproductive health in Thailand and worldwide; 2) the major role that Buddhism can play in addressing these problems; 3) how to mobilize support from Buddhist leaders to apply their teaching to address the problems, and frequently asked questions and answers.

The manual has both technical and substantive components. It discusses at length the ARSH issues and the religious base for the support or opposition to ARSH. The mechanics of faith-based advocacy are detailed including appropriate strategies and messages.

(SC Dua and Neha Gupta)

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

**Tel:** 011-23379306, 23378206, 23379282

**E-mail:** [iaea\\_india@yahoo.com](mailto:iaea_india@yahoo.com)

**Editor: Dr. Madan Singh**

**Website:** [iaea-india.org](http://iaea-india.org)

# IAEA NEWSLETTER

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## INDIAN ADULT EDUCATION ASSOCIATION

### Lecture on Centrality of Literacy by Prof. Amartya Sen



and count can have powerful effect on the quality of life and freedom to enjoy, understanding the world to communicate and to interact with each other. According to him, when people are illiterate the ability to understand and invoke the legal rights can be limited. Making women literate is more important as it can substantially enhance their voice and power in family decisions.

Prof. Sen felt sad that parochial and sectarian education imparted at religiously segregated schools and faith based educational institutions contribute to intolerance, violence and terrorism in society narrowing the horizons of students and promoting one dimensional religious identity of the self.

Prof. Sen praised India for enacting the law of Right to Education. He said that it is a radical act in right direction which offers much awaited social recognition of the centrality of literacy for basic education. However, according to him there is a long way to go to achieve the goal as it involves organisational alteration as well as huge financial commitment.

Shri Kapil Sibal, Union Minister of Human Resource Development gave the welcome address and Smt. D. Purandeswari, Union Minister of State for Human Resource Development proposed the vote of thanks.

The National Literacy Mission Authority, Pratchi and ADRI jointly organised a lecture on "Centrality of Literacy" by Prof. Amartya Kumar Sen on August 3, 2010 at Vigyan Bhawan, New Delhi.

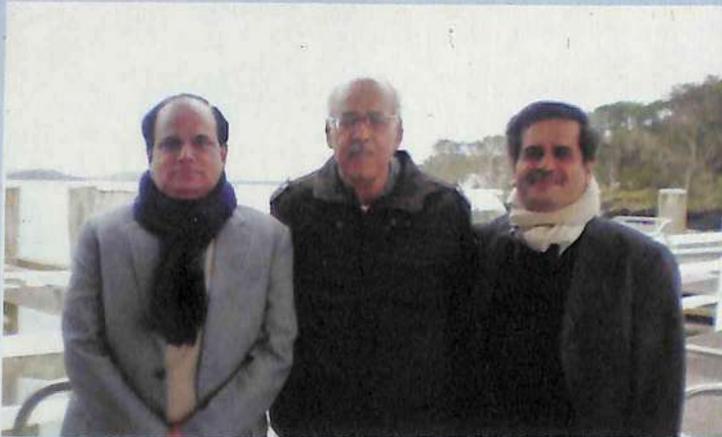
Dr. Manmohan Singh, Prime Minister in his presidential address said that no modern industrial nation had less than 80 percent literacy and hence, India had a long way to go. He further said that 21st century is proudly hailed as the knowledge century but a large chunk of our people still remains illiterate and a strong gender bias against women in the spread of literacy.

Prof. Amartya K. Sen in his address said that neglect of school education in India and more generally in South Asia has been responsible for many problems like economic, social and cultural that has kept South Asia

relatively backward in the world. He said that Japan by giving top priority to education and massive emphasis on rapid educational expansion has almost become fully literate by 1910 though still very much poor than Britain and America. Japan was publishing more books than any other country in the world and more the twice many books in the United States. Hence, Japan made a rapid economic and social progress. Infact, South Korea, Taiwan, Singapore and other economies in East Asia including China learnt many things from Japan and started making progress.

Prof. Sen further said that the role of basic education in the process of development and social change is not confined to economic progress only. There are many other rewards of schooling. The first and the most immediate capability to read, write

# World Congress on Reading



The 23rd World Congress on Reading was held at Skycity Convention Centre, Auckland, New Zealand from July 12-15, 2010 in which more than 800 delegates from all over the world participated. In addition, authors and publishers also shown keen interest by participating in the congress. Indian delegation was represented by Shri KC Choudhary, Prof. SY Shah and Prof. Asoke Bhattacharya.

The theme of the congress was "Leading and Learning in Literacy".

The congress was inaugurated by Ms. Patricide A. Edwards, President, International Reading Association on July 12, 2010 which was followed by a reception

hosted by New Zealand Reading Association.

Everyday, the programme started with a general session in which eminent scholars like Joy Cowley, prolific author of stories for all ages, Beverly Derewianka, teacher educator and researcher, Stuart McNanguton, a person committed to early literacy learning for diverse children and P David Pearson, distinguished scholar, educational leader and experienced administrator addressed the delegates. Most of the addresses were devoted to the types of books needed for children to learn.

Round Tables/Workshops/Discussions were held in 90 concurrent sessions on various topics like research, research to practice, teaching/reading/responding to diversity, learning communities, literature, professional development issues etc.

In an exhibition there were 26 stalls in which interesting books for children published by 21 publishers were exhibited.

The conference concluded with a demonstration of engineering involved in creating a book for a new reader by Joy Cowley. Her presentation dealt with stories for child centered learning language levels, syntax, punctuation, line breaks, visualization, layout and illustrations.

## IAEA Executive Committee Meeting



The fifth meeting of the Executive Committee of Indian Adult Education Association was held on July 24, 2010 at 4:00 p.m. in the office of the Association. In the august presence of Patron, Prof. B.S. Garg, Shri K.C. Choudhary, President, IAEA presided over the meeting. In all, 18 members and three special invitees attended the meeting.

The Committee discussed and approved a number

of agenda items including the Audited Statement of Accounts of the Association for the year 2009-10, budget estimate for the year 2010-11, theme and programme of the 59th All India Adult Education





Conference, dates for annual General Body and Council meeting, election schedule for Council, Executive Committee and office bearers.

The Executive Committee while appreciating the office bearers for getting a State Resource Centre for



Jhansi sanctioned by the Ministry of HRD, Department of School Education and Literacy under the aegis of IAEA desired that the Centre should excel in its activities and should be a model for others.

## Patron Addressed the Staff of IAEA

Prof. B.S. Garg, Patron, Indian Adult Education Association visited Delhi from July 23-26, 2010 to attend different programmes. During his stay, he met the members of the staff in a meeting on July 26, 2010 to review the ongoing programmes. While appreciating the work done, he desired that the staff should work with all dedication as they are working for the people who are socially and economically deprived. He further said that the teachings of Mahatma Gandhi on self-sufficient villages are valid even today as villages are the nerve centres of development. Empowering rural people and Panchayati Raj will enable the rural mass to grow faster in the path of progress. He also requested one and all to strengthen outreach programmes so that the needy are served well.



Shri K.C. Choudhary, President, Dr. Madan Singh, General Secretary and Dr. M.S. Ranawat, Treasurer, IAEA were also present in the meeting.

## Executive Committee Meeting of NLM

The 67th meeting of the Executive Committee meeting of the National Literacy Mission was held at New Delhi on July 20, 2010. Smt. Anshu Vaish, Secretary, Department of School Education and Literacy presided over the meeting. The meeting was attended by both official and non-official members including Secretaries/representatives of different Ministries/Departments. Shri Jagmohan Singh Raju, Joint Secretary, Adult Education and Director General, National Literacy Mission Authority who is also the Member Secretary of the Executive Committee welcomed all the members.

The Committee discussed and approved a number of agenda items which included implementation of

Saakshar Bharat programme in Chamba district of Himachal Pradesh, 13 districts in Jammu & Kashmir, 4 districts in Assam, 2 districts in Nagaland, 7 districts in Arunachal Pradesh, Adilabad in Andhra Pradesh, Dantewada, Bastar, Bilaspur and Raigarh in Chhattisgarh, Nandurbar in Maharashtra, Thiruvannamalai and Ariyalur in Tamil Nadu, Uttar Kashi in Uttarakhand, West Garo and South Garo Hills in Meghalaya. Approval in principle was also given for implementation of Saakshar Bharat programme in Dadra and Nagar Haveli.

At the end of the meeting the vote of thanks was given by Shri SPS Sangwan, Director (NLM).

# National Curriculum Framework for Adult Education - Expert Committee Meeting

The Expert Committee Meeting on National Curriculum Framework for Adult Education (NCFAE) was held on July 2, 2010 at Shastri Bhawan, New Delhi. The meeting was addressed by the Union Minister of Human Resource Development, Shri Kapil Sibal, Minister of State for Human Resource Development, Smt. D. Purandeswari, Chairperson, National Commission for Protection of Child Rights, and also Chairperson of the Expert Committee on NCFAE, Smt. Shanta Sinha.

The discussion on NCFAE, the Members felt, should be organized around five Sub-themes, viz., (1) Literacy in India: Values, Approaches and T-L Processes; (2) Assessment, Outcomes and Equivalency; (3) Sectoral Approaches; (4) Systemic Reform: (i) Government - Administration, (ii) Partnership and Collaboration, and (iii) Involvement of PRIs, CSOs, NYKs, SHGs, etc.; and (5) Orientation and Capacity Building.

Keeping in view the suggestions given by the Ministers and the Chairperson of the committee, as well as by the Members themselves, it was decided to have five regional consultations with stakeholders including North-East, so as to reflect the perceptions from the field.

The Committee also hoped to submit the draft report on NCFAE by November and the final draft by December 2010.

## SAAKSHAR BHARAT PROGRAMME LAUNCHED IN KARNATAKA



The Saakshar Bharat programme was launched in the state of Karnataka on August 7, 2010. The state level function was held in a grand scale at Kanteerava Indoor Stadium. The programme started with a series of processions and rallies started from different places and reached finally the Indoor Stadium. The first one was Saaksharta Cycle Rally by College Students wearing T-Shirts and Caps with Saakshar Bharat Logo was flagged off at Kanteerava Indoor Stadium by Shri S.V. Ranganath, Chief Secretary, Government of

Karnataka at 10:30 a.m. which returned back to the stadium at 1:00 p.m. covering 10 kms. through the thickly populated areas of Bangalore. The second one was by Preraks, Coordinators, other literacy functionaries of Saakshar Bharat programme from 18 districts of the State and non-literates from four surrounding districts of Bangalore in which NSS and NCC students of pre-university colleges, folk groups such as Keelu Kudure, Veeragaase, Karaga, Dollu Kunitha, Beesu Kamsale & Bhajana also participated. The processionists carried literacy slogans, flags, placards and banners prepared by the state, district and taluk level committees.

The third procession was flagged off by Shri K. Shivana Gowda Nayak, Hon'ble Minister for Mass Education, Public Library, Small Saving and Lottery, Government of Karnataka from Freedom Park near Maharani's Collage at 11:00 a.m. in which around 2500 people participated.

The fourth colourful procession was flagged off by Shri Jagmohan Singh Raju, Director General, NLMA along with Smt. S.Y. Aruna Devi, Member, Executive Committee of NLMA from Corporation Pre-university College, Tasker town, at 11:00 a.m. in which around 1400 people participated.

The fifth procession was flagged off by Smt Tara, Kannada film actress and a noted National Awardee from new Vani Vilas Government Pre-university College, Minerva circle at 11:15 a.m. in which around 1000 people participated.

The main function started at



Departments, Heads of Departments were also present on the occasion. Around 6000 audience was present including Preraks, literacy functionaries and non-literates from 18 districts of the state.

Smt. B.B. Cauvery, Director of Mass Education, Govt. of Karnataka gave a detailed report highlighting the progress made so far in the implementation of



Saakshar Bharat programme in Karnataka.

The Hon'ble Chief Minister inaugurated the programme by administering the oath for the cause of literacy to all those gathered in the stadium. In his speech he said that his government is committed to make Karnataka a 100% literacy state by 2012 and assured his full cooperation to achieve the same.

Dr. M. Veerappa Moily, Hon'ble Union Minister for

Law and Justice, in his address said that an increase in literacy rate by even one percent will ensure a corresponding increase in GDP of the nation and hence, Saakshar Bharat Programme should be implemented in all sincerity. He

wished Karnataka to surpass the literacy rate of Kerala so that it ranks first in the whole country.

Smt. D. Purandeswari, Hon'ble Union Minister of State for Human Resource Development in her address said that leaders gathered here have no politics but only come together for a great cause of making Karnataka a fully literate state and to ensure the empowerment of women.

Shri Jagmohan Singh Raju, DG, NLMA in open discussion interacted with the audience to make them understand the benefits of being literate.

All other speakers also pledged their full support for the cause of literacy.

On this occasion a few publications were released which included "Balige Belaku" primers, Bodakara Kaipidi (Teachers Guide), Posters, Folders, Leaflets, Stickers, Badges and Website. Various cultural groups showcased the rich heritage of Karnataka by performing different programmes.

An exhibition was also organised in which Directorate of Mass Education, Directorate of State Education Research and Training, Sarva Shiksha Abhiyan, Departments of Primary and Secondary Education, Pre-

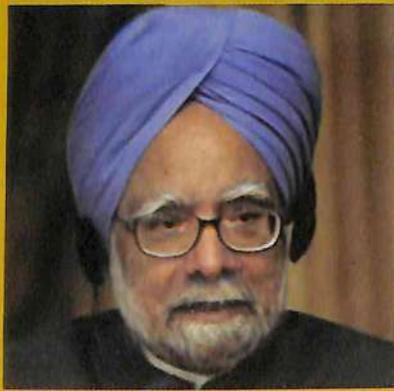


university Education, Vocational Education, Libraries, Printing Press, Jan Shikshan Sansthan exhibited their products in 16 stalls. The exhibition was inaugurated by the Hon'ble Chief Minister, Shri B.S. Yedyurappa.

3:00 p.m. in which Shri B.S. Yedyurappa, Hon'ble Chief Minister of Karnataka, Dr. M. Veerappa Moily, Hon'ble Union Minister for Law and Justice, Smt. D. Purandeswari, Hon'ble Union Minister of State for Human Resource Development, Shri Aravinda Limbavali, Hon'ble Minister of Higher Education, Govt. of Karnataka, Shri R.G. Nadadur, Principal Secretary, Primary and Secondary Education, Shri Jagmohan Singh Raju, DG, NLMA, Smt. S.Y. Aruna Devi, Member, Executive Committee, NLMA, Smt. Arthi Mehra, Member, Governing Council, NLMA, Shri Anil Kumble, well known Cricketer and Vice Chairman, State Board for Wildlife, Smt. Tara and Shri Yash noted Kannada film stars were present.



The function was presided over by Shri K. Shivanna Gowda Nayak, Hon'ble Minister for Mass Education, Public Libraries, Small Savings and Lottery, Government of Karnataka. The Secretaries of Government



**What I am today is because of the investment that my family and my country made in my education. There are millions of Indians like me who enter their adulthood with no other asset than education. But what an asset an education is? It is the most important differentiator, the most effective multiplier.**

**- Dr. Manmohan Singh**

## BHOOMI POOJAN FOR ADDITIONAL BLOCK FOR IAEA

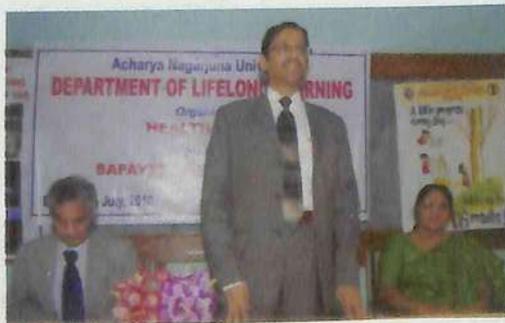


Additional block for IAEA is being constructed in the space at the rear of the main building for which the Bhoomi Poojan was held on July 25, 2010 at 1:10 p.m. Prof. B.S. Garg, Patron, Shri K.C. Choudhary, President, Dr. Madan Singh General Secretary, Dr. M.S. Ranawat, Treasurer, Shri A.L. Bhargava, Joint Secretary, Smt. Indira Purohit, Dr. S.L. Sharma, Dr. OPM Tripathi, Shri SC Khandelwal, members of the Executive Committee, Director and staff members were present.

This additional block will have conference room facilities.

## HEALTH CAMP FOR SAFAI KARAMCHARIS

The Department of Lifelong Learning, Acharya Nagarjuna University, Guntur, Andhra Pradesh organised a Health Camp for the Safai Karamcharis of the University on July 10, 2010 in the University



campus. This camp was organised as part of World Population Day and in collaboration with Seva Bharathi Organisation and University Health Centre. The camp was inaugurated by Justice N.V. Ramana of the High Court of Andhra Pradesh. Others present were Prof. Y.R. Haragopal Reddy, Vice Chancellor, Rector, Registrar, Principal of the University College, Prof. P. Syama Thrimurthy, Head of the Department of Lifelong Learning and staff members.

In his inaugural address, Justice Ramana appreciated the Department for organising this camp focusing the really needy group and advised the Department to organise such programmes regularly to educate the people.

In all 47 persons were given health check up out of which 23 were women. Medicines were given free of cost.

## NEW STATE RESOURCE CENTRES SANCTIONED

Four new State Resource Centres have been sanctioned by the Ministry of Human Resource Development, Department of School Education and Literacy for Andhra Pradesh (Visakhapatnam), Arunachal Pradesh (Naharlagun), Rajasthan (Jodhpur) and Uttar Pradesh (Jhansi) under the aegis of Rashtriya Sewa Samiti, Tirupati, Oju Welfare Association, Naharlagun, Indian Institute of Rural Management, Jaipur and Indian Adult Education Association, New Delhi.

An orientation programme for the representatives of the parent organisations was organised by the Directorate of Adult Education, Govt. of India on July 12, 2010. Shri IPS Bakshi, Deputy Secretary, Ministry of HRD, Department of School Education and Literacy and Shri S. Ramakrishna, Joint Director, DAE gave the orientation.

# Certificate in Library Science (2009-10 Batch)



Indian Adult Education Association is an accredited institution with National Institute of Open Schooling (NIOS) to conduct Certificate Course in Library Science and Computer Application. In the year 2009-10, out of 8 students enrolled for Certificate in Library Science, all sat for the examination and passed with good marks.

They are Anshu Choudhary, Monika, Sandeep Kumar, Neha Chaudhary, Soni Kumar, Reena Rani, Kavita and Ashok Kumar.

## SUCCESS STORY

### JSS NAHARLAGUN - TRAINING IN CARPENTRY AND CANE WORK



either illiterates or neo-literates who are encouraged to form Self Help Groups so that they not only get training but also market the products gainfully. Women participate more in this training



programme.

The products crafted in the training and after the training are sold in the local markets which are purchased not only by the general public but also by government establishments and industries. With new technologies and designs of modern times, cane furniture still have their prime place at homes. The finished products are also exported to international markets through the designated agencies which export items to foreign countries.

Arunachal Pradesh is a tiny state in the North-Eastern part of India. The people of Arunachal Pradesh are born craftsmen who create beautiful handicrafts which have won national and international acclaims. They have inborn expertise in cane and bamboo handicrafts. Infact, cane and bamboo items are used extensively in day to day life. Apart from decorative items made out of cane, walking sticks and furniture are also made. Some canes, known as "Tippling Canes" or "Tiplers" have hollowed compartments on the top. As part of skill upgradation programme, Jan Shikshan Sansthan, Naharlagun has been imparting training on carpentry and cane works. Most of the trainees are

# JAI HIND



India celebrates its 64th Independence Day on August 15, 2010. We salute to all those who participated in the struggle for independence.

# Stupid, Who?

Sarita, my domestic helper is a very talkative woman. Whenever she gets an opportunity she talks non-stop on different issues in which she is interested. As she is educated upto standard IX, she maintains my home clean and tidy.

One day while I was reading a book she came to me and said, "Didi you have a lot of books to read out of which many are on adult education". As I was fully engrossed in the book, I wanted to avoid any conversation at that point of time. So, I simply said, "yes, people have given me these books". But she was not discouraged. Continuing the conversation further she said, "Didi, do you know... before marriage I used to work as an adult education instructor? I used to teach Murakh (stupid) people."

The book which I was reading fell out of my hands and I asked her, "you were teaching Murakh people? What do you mean by Murakh people?" While giggling she said, "Oh, I used to teach adult women who were completely illiterate. As they never went to school, they did not know anything. So I used to teach them alphabets."

I was shocked and shattered. I was wondering why people like Sarita think that being illiterate means stupid and ignorant. On the contrary, if we see closely we find that inspite of lack of formal education, illiterate people possess a lot of life experience. Many play active role in the society. They carryout difficult and complicated tasks in their day to day life. They have developed maturity and self-adequacy in family management, financial matters, upbringing of their children and also capable of identifying right and wrong and important and trivial.

I told Sarita that illiterate people are not Murakh. They have a lot of life experience which others can learn from them. In order to make her understand better I told her that an illiterate vegetable vendor calculates the total cost of vegetables purchased by customers much faster than us and also illiterate masons and labourers build imposing buildings, embroiderers do delicate and intricate embroidery work, tailors make beautiful dresses, cooks prepare delicious food items. Hence, they are in no way second to none. Due to life experience and self learning they are masters in their own field. Perhaps due to poverty, social, cultural and political reasons they could not go to school and learn the skills of reading and writing. Sometimes, a few might have attended school but dropped out after one or two years without learning the basic literacy skills.

I have also told Sarita that during my field visits to many parts of our country I have observed the wisdom of rural folk while doing survey and having discussion with them. Many times, when I asked questions their reply was exactly what I wanted to hear as they immediately guess my intention. Unfortunately, many who work in the field of adult education and are keen to make people literate overlook these facts.

Hence, people who are in the field of adult and lifelong education should keep certain things in their mind. Before start teaching the illiterates, it is very important to know about the learners and should understand how the literacy can help them to improve their life and work situation. Our ultimate aim should be not only to make them learn 3 Rs but to enable them to reach the level of functionally literate. For example illiterate workers operate machines without any difficulty but if they are literate they can increase their productivity and can escape from exploitation. Education also makes them to be aware of their rights, rules and regulations.

So it is clear that illiterate people are not stupid or ignorant but lack of literacy in one way or other hampers their progress in life so the immediate goal of literacy programme is to prepare adults to meet effectively the demands of everyday life.

Now, Sarita you tell me who is Murakh?

- Nishat Farooq

# ELECTION TO COUNCIL AND EXECUTIVE COMMITTEE OF IAEA

## PROGRAMME

1.	Date of publication of list of members	13-9-2010
2.	Last date for objection, if any, on the list of members	20-9-2010
3.	Date for decision on objection, if any	21-9-2010
4.	Date of final publication of list of members	23-9-2010
5.	Last date for receiving nomination papers	22-11-2010 till 1.00 p.m.
6.	Publication of the list of nomination papers received	22-11-2010 at 5 p.m.
7.	Date of scrutiny	23-11-2010
8.	Date of publication of list of eligible candidates	23-11-2010 (immediately after scrutiny)
9.	Last date for withdrawal of candidate	23-12-2010 upto 3.00 p.m.
10.	Final list of candidates	23-12-2010 5.00 p.m.
11.	Date and time of the meeting of Individual Members to elect "Council Members" from amongst Individual Members	24-12-2010 (4.00 p.m. to 5.00 p.m.)
12.	Date and time of the meeting of Institutional Members to elect "Council Members" from amongst Institutional Members	24-12-2010 (6.00 p.m.)
13.	Date and time of meeting of Council to elect Office Bearers and Executive Committee Members	25-12-2010 (9.00 a.m. to 10.00 a.m.)
14.	Declaration of Results (immediately after completion of counting)	25-12-2010 (1.00 p.m.)
15.	Date and time of General Body meeting	24-12-2010 (4.00 p.m.)

Sd/-  
(Dr. V. Mohankumar)  
Returning Officer

Sd/-  
(Dr. Madan Singh)  
General Secretary

# बैसिक साक्षरता कार्यक्रम के अन्तर्गत नवसाक्षर परीक्षा

बैसिक साक्षरता कार्यक्रम के अन्तर्गत राष्ट्रीय स्तर पर नवसाक्षरों की परीक्षा दिनांक 20 अगस्त 2010 को आयोजित की जानी है। यह आयोजन राष्ट्रीय साक्षरता मिशन एवं नेशनल ओपन स्कूल द्वारा संयुक्त रूप से किया जाएगा। उत्तर प्रदेश में यह परीक्षा आयोजित करने हेतु राज्य संसाधन केन्द्र, साक्षरता निकेतन, लखनऊ एवं झांसी द्वारा संयुक्त रूप से एक बैठक का आयोजन दिनांक 30 जुलाई 2010 को राज्य संसाधन केन्द्र, साक्षरता निकेतन, लखनऊ में किया गया। बैठक में उत्तर प्रदेश के 42 जन शिक्षण संस्थान एवं राज्य संसाधन केन्द्र, लखनऊ के पदाधिकारियों एवं समन्वयकों ने भाग लिया।

बैठक का उद्घाटन इंडिया लिटरेसी बोर्ड के अध्यक्ष, जस्टिस एस.सी. वर्मा ने किया। बैठक में श्री राकेश कुमार मित्तल, आई.ए.एस., सदस्य कमेटी ऑफ फाइव/इंचार्ज निदेशक, राज्य संसाधन केन्द्र, लखनऊ एवं भारतीय प्रौढ़ शिक्षा संघ के निदेशक डॉ. वी. मोहनकुमार भी उपस्थित थे। डॉ. वी. मोहनकुमार ने हाल ही में भारतीय प्रौढ़ शिक्षा संघ के तत्वाधान



August 23, 2010

## Notice

A complete and correct list of members eligible to vote in the forthcoming elections to the Council and Executive Committee of IAEA shall be published on Monday, the 13th day of September 2010. The authentic copy of the list will be available for inspection by any member in the office of Indian Adult Education Association during office hours on any working day after publication.

If there is any incorrect entry in the list, the General Secretary shall make necessary correction if it is brought to his notice in writing on or before September 20, 2010.

The objection, if any, will be decided by the General Secretary on September 21, 2010 and the final list will be published on September 23, 2010 at 17:00 hrs.

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

Dr. Madan Singh  
General Secretary

N.B.

- ♦ The members enrolled till 31-12-2007 are entitled to participate in the elections.
- ♦ The final list of members can be obtained from IAEA in CD on payment of Rs. 250/- through Demand Draft drawn in favour of 'Indian Adult Education Association' payable at New Delhi after October 1, 2010.

में नव-स्थापित राज्य संसाधन केन्द्र, झांसी तथा साक्षर भारत कार्यक्रम के बारे में सभी प्रतिभागियों को अवगत कराया। उन्होंने कहा कि राज्य संसाधन केन्द्र, झांसी को स्वीकृत हुए बहुत कम समय हुआ है, अतः उपरोक्त परीक्षा राज्य संसाधन केन्द्र, झांसी एवं लखनऊ संयुक्त रूप से संचालित करेंगे।

बैठक में नवसाक्षरों हेतु आयोजित की जाने वाली परीक्षा कार्यक्रम एवं इस सम्बन्ध में भारत सरकार द्वारा जारी किए गए प्रपत्रों पर भी चर्चा की गई। कार्यक्रम पर विचार-विमर्श करते हुए प्रतिभागियों ने समय की कमी की ओर इशारा किया साथ ही परीक्षार्थियों के चयन एवं नामांकन तथा गांव के स्तर पर फोटो खींचने की व्यवस्था न होने की परेशानी का जिक्र भी किया गया।

उत्तर प्रदेश में 1 लाख नवसाक्षरों तथा स्कूल ड्रापआउट की परीक्षा आयोजित की जानी है। इस हेतु प्रत्येक जन शिक्षण संस्थान को कम से कम 500 प्रतिभागियों की परीक्षा करवाने का दायित्व सौंपा गया है। सभी परीक्षार्थी 15-35 वर्ष आयु वर्ग के होंगे। परीक्षा कक्षा 3 के समकक्ष होगी। सभी उत्तीर्ण प्रतिभागियों को प्रमाण पत्र नेशनल ओपन स्कूल और राष्ट्रीय साक्षरता मिशन द्वारा संयुक्त रूप से प्रदान किये जाएंगे। परीक्षा अवधि 3 घंटे की होगी। परीक्षा केन्द्र सुबह 10 बजे से शाम 5 बजे तक खुला रहेगा। टेस्ट पेपर में पढ़ाई, लिखाई और गणित से सम्बन्धित प्रश्न होंगे। प्रश्न पत्र को 50-50 अंकों के तीन भागों में विभाजित किया गया है। परीक्षार्थी को न्यूनतम योग्यता के लिए प्रत्येक भाग में 20 अंक प्राप्त करना जरूरी होगा। परीक्षा में कम से कम 40 प्रतिशत अंक प्राप्त करने वाला विद्यार्थी ही उत्तीर्ण माना जाएगा।

प्रतिभागी अपनी सुविधा अनुसार कभी भी परीक्षा देने आ सकते हैं। प्रत्येक जिले में परीक्षा केन्द्र की व्यवस्था एवं परीक्षा आयोजित करने का दायित्व जन शिक्षण संस्थान के निदेशक का होगा। परीक्षा केन्द्र में सभी प्रतिभागी सुविधापूर्वक एकत्रित हो सकें एवं परीक्षा दे सकें इस बात का ध्यान रखना होगा। इस बैठक का संचालन डॉ. उमा बिष्ट, समन्वयक, राज्य संसाधन केन्द्र, लखनऊ द्वारा किया गया।

# 'भारत बनाम इण्डिया : समुपस्थित चुनौतियां' राष्ट्रीय संगोष्ठी, नई दिल्ली



दायें से बायें क्रमशः कैलाश चौधरी, कैलाश चन्द्र पन्त, उमाशंकर गुप्ता, विवेक तन्खा, भवानीशंकर गर्ग

श्री कैलाश अग्रवाल, प्रो. आर.के. शुक्ला और डा. श्यामसुन्दर शर्मा द्वारा श्री उमाशंकर गुप्ता, श्री विवेक तन्खा तथा प्रो. भवानी शंकर गर्ग का पुष्प गुच्छ एवं शॉल प्रदान कर सम्मान किया गया। तदुपरान्त श्री विवेक तन्खा ने जगतगुरु शंकराचार्य श्री स्वरूपानन्द जी महाराज द्वारा प्रदत्त शॉल - श्रीफल से श्री कैलाश चन्द्र पंत का सम्मान किया। इसके पूर्व श्रीमती मंगला अनुजा के द्वारा जगतगुरु शंकराचार्य श्री स्वरूपानन्द जी महाराज द्वारा प्रदत्त आशीर्वाद पत्र का वाचन किया गया। इस अवसर पर विचार व्यक्त करते हुए श्री भवानी शंकर गर्ग ने श्री पंत को एक आदर्श पुरुष करार दिया एवं कहा कि कृतित्व के रूप श्री पंत में स्वयं अमृत विराजमान है। श्री तन्खा ने पुरानी स्मृतियों को ताजा करते हुए कहा कि श्री पंत श्रेष्ठ इंसान हैं जिनमें उत्पात एवं उन्माद दोनों ही नहीं हैं पर वह धारा के विपरीत गलत को गलत कहने का साहस रखते हैं। इस अवसर पर विचार व्यक्त करते हुए विशिष्ट अतिथि श्री उमां शंकर गुप्ता ने कहा कि श्री पंत के अमृत महोत्सव के उपलक्ष्य में 'भारत बनाम इण्डिया' शीर्षक पर यह गोष्ठी अत्यंत ही समीचीन है। श्री पंत आजीवन ऐसे ही मूल्यों के लिए प्रतिबद्ध रहे हैं। इसके उपरान्त सम्मान प्रदान करने वाले

महान्यायवादी श्री विवेक तन्खा तथा विशिष्ट अतिथि राजस्थान विद्यापीठ के कुलाधिपति एवं भारतीय प्रौढ़ शिक्षा संघ के संरक्षक प्रो. भवानी शंकर गर्ग थे। सत्र का संचालन वरिष्ठ पत्रकार एवं माधवराय सप्रे समाचार पत्र भोपाल के निर्देशक श्री विजय दत्त श्रीधर



सभी उपस्थित विद्वानों एवं मित्रों का आभार व्यक्त करते हुए स्वयं श्री पंत ने कहा कि मेरे लिए यह अवसर आत्म मंथन एवं पुनर्मूल्यांकन का है। उन्होंने यह भी कहा कि हम सभी को जीवन के उत्तरार्द्ध में प्रदत्त सम्मानों की कसौटी पर अपने जीवन को परखना चाहिए। सत्र के अंत में भारतीय प्रौढ़ शिक्षा संघ के अध्यक्ष श्री कैलाश

ने किया। अध्यक्ष श्री उमांशंकर गुप्ता, मुख्य अतिथि श्री विवेक तन्खा, विशिष्ट अतिथि प्रो. भवानी शंकर गर्ग, श्री कैलाश चन्द्र पंत तथा भारतीय प्रौढ़ शिक्षा संघ के अध्यक्ष श्री कैलाश चौधरी ने दीप प्रज्वलित कर सत्र की शुरुआत की। इस अवसर पर सुश्री भगवती पंत द्वारा सरस्वती वन्दना प्रस्तुत की गई।

चौधरी ने सभी के प्रति हार्दिक आभार व्यक्त किया।

संगोष्ठी का द्वितीय सत्र पूर्णतया 'भारत बनाम इण्डिया' विषय पर विचार विमर्श को समर्पित था जिसका संचालन प्रो. आशा शुक्ला ने किया। संगोष्ठी की अध्यक्षता पूर्व गृह सचिव श्री टी. एन. चतुर्वेदी ने की। मुख्य

प्रखर समाज चिन्तक और पत्रकार श्री कैलाश चन्द्र पंत भारतीय प्रौढ़ शिक्षा संघ की म.प्र. शाखा के अध्यक्ष हैं। सामाजिक उत्थान के लिए प्रतिबद्ध सक्रिय समाजसेवी के नाते वह देश के तमाम हिस्सों में सतत सक्रिय रहे हैं। श्री पंत के सामाजिक तथा अकादमिक अवदानों को रेखांकित करते हुए गत 24 जुलाई, 2010 को श्री कैलाश चन्द्र पंत अमृत महोत्सव समिति, भोपाल एवं भारतीय प्रौढ़ शिक्षा संघ, नई दिल्ली के संयुक्त तत्वावधान में 'भारत बनाम इण्डिया : समुपस्थित चुनौतियां' शीर्षक विषय पर राष्ट्रीय संगोष्ठी का आयोजन किया गया। दिल्ली स्थित गांधी शांति प्रतिष्ठान के सभागार में आयोजित इस संगोष्ठी में देश भर से आए मूर्धन्य विद्वानों, पत्रकारों, सामाजिक कार्यकर्ताओं, शीर्षस्थ प्रशासनिक अधिकारियों सहित राजनीतिविदों ने भाग लिया। सम्पूर्ण संगोष्ठी दो सत्रों में विभाजित थी। प्रथम सत्र में वक्ताओं ने श्री कैलाश चन्द्र पंत के सामाजिक एवं अकादमिक उपलब्धियों का विस्तार से जिक्र करते हुए श्री पंत को अपना आशीष, स्नेह एवं शुभकामनाएं प्रदान कीं। इस सत्र की अध्यक्षता मध्य प्रदेश गृह मंत्री श्री उमाशंकर गुप्ता ने की। सत्र के मुख्य अतिथि भारत के अतिरिक्त

वक्ता वरिष्ठ पत्रकार श्री रामबहादुर राय थे। इस अवसर पर जाने-माने पत्रकार एवं माखनलाल चतुर्वेदी पत्रकारिता विश्वविद्यालय के पूर्व कुलपति श्री अच्युतानंद मिश्र, एनसीईआरटी के प्राध्यापक डा. शंकर शरण, नवनीत के सम्पादक श्री विश्वनाथ सचदेव तथा केन्द्रीय समाज कल्याण मण्डल के पूर्व अध्यक्ष एवं प्रख्यात लेखिका एवं पांचवां सतंभ के सम्पादक श्रीमती मृदुला सिन्हा ने अपने विस्तृत विचार रखे।

श्री अच्युतानंद मिश्र ने ऐतिहासिक परिप्रेक्ष्य में विषय विवेचना करते हुए कहा कि स्वाधीनता से पूर्व साजिश के तहत भारत को भारतीयता से अलग करने की कोशिश की गई। इस कोशिश में न केवल अंग्रेज शामिल थे बल्कि उन्हें कई तथाकथित तत्कालीन

संदर्भों के परिप्रेक्ष्य में देखने की इच्छा व्यक्त की। उन्होंने कहा कि यह तो हद है कि आजादी के छः दशकों बाद भी हम गरीबी की रेखा क्या हो यह परिभाषित नहीं कर पाए। सरकारों ने न ही गरीबी हटाई और वोट के लालच में न ही गरीबों को हटाया। श्री सचदेव ने कहा कि देश के 8 मेट्रो शहरों में रहने वाली आबादी इण्डिया की रचना करती हैं और शेष आबादी भारत का प्रतिनिधित्व करती है। ऐसे में आवश्यक है कि शीघ्रता से विकास योजनाओं



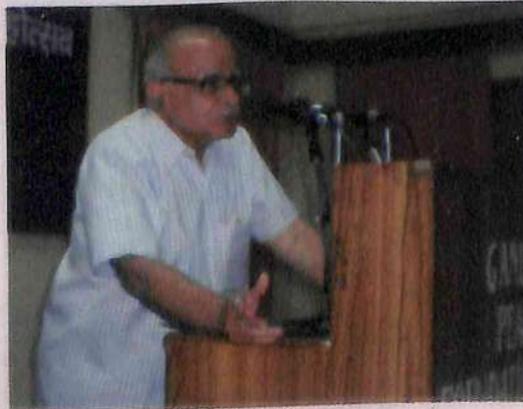
का ध्यान मेट्रो शहरों से परे गांवों की ओर लगाया जाए। सभा को संबोधित करते हुए वरिष्ठ पत्रकार श्री रामबहादुर राय ने 'भारत बनाम इण्डिया' के रूप में अस्तित्व में आये मौजूदा

का संविधान उसके अनुरूप ही चलता। श्री राय ने इस अवसर पर सम्पूर्ण संविधान में व्यापक एवं मौलिक परिवर्तन करने की वकालत की एवं कहा कि व्यवस्था परिवर्तन करके ही भारत और इण्डिया के बीच की खाई को पाटा जा सकता है। मुख्य अतिथि के रूप में लेखिका श्रीमती मृदुला सिन्हा ने लोक संगीत की दो पंक्तियों के माध्यम से श्री परत को अमृत महोत्सव पर दीर्घायु होने की शुभकामना देते हुए विषय पर अपने विचार रखे। श्रीमती सिन्हा ने कहा कि देश में इण्डिया और भारत दो अस्तित्व हैं इस पर अब कोई शंका नहीं है। उनका मानना था कि यह विभाजन शहर बनाम गांव में ही नहीं बल्कि एक ही शहर के अलग-अलग मोहल्लों के बीच भी मौजूद है। स्वयं द्वारा इस खाई को पाटने के एक प्रयास का उल्लेख करते हुए उन्होंने कहा कि ऐसा क्यों लगता है कि कोठियों में पलने वाले बच्चे यदि गरीब बच्चों के साथ खेलने लगते हैं तो उनके बिगड़ जाने की आशंका पैदा होती है? क्या हम यह नहीं सोच सकते कि अच्छे बच्चे पिछड़े बच्चों के साथ मिलकर उन्हें भी उन्नत कर लेंगे।



विभाजन के संवैधानिक कारणों को रेखांकित करने का प्रयास किया। उन्होंने कहा कि संविधान सभा में देश से संबद्ध किसी भी बिंदु पर पर्याप्त चर्चा नहीं हो पाई। उन्होंने आशंका जाहिर की कि यदि ऐसा होता तो स्वयं भारतीय बुद्धिजीवियों का समर्थन प्राप्त था। उन्होंने याद दिलाया कि संविधान सभा के अध्यक्ष के नाते प्रथम राष्ट्रपति डा. राजेन्द्र प्रसाद यह चाहते थे कि भारत का संविधान प्राथमिक रूप से किसी भारतीय भाषा में तैयार हो जो कि नहीं हो पाया था। एनसीईआरटी के प्राध्यापक श्री शंकर शरण ने 'भारत बनाम इण्डिया' शीर्षक बहस को गंभीरता से लेने का आग्रह रखते हुए कहा कि हकीकत प्रचलित मान्यताओं के विपरीत है। सभी यह मानते हैं कि अंग्रेजी सारे देश को जोड़ती है और यह हमारे लिए विश्व को देखने की खिड़की है। श्री शंकर का मानना था कि वास्तव में अंग्रेजी हमें भारत के आम आदमी से अलग करती है एवं इसके चलते न हम बाहर की ओर ठीक से देख पाते हैं और न पूरी दुनिया हमें। मुम्बई से प्रकाशित हिन्दी मासिक नवनीत के सम्पादक श्री विश्वनाथ सचदेव ने विमर्श को ऐतिहासिक परिप्रेक्ष्य से बाहर निकाल मौजूदा

विमर्श के अंत में सत्र की अध्यक्षता कर रहे पूर्व राज्यपाल श्री टी.एन. चतुर्वेदी ने कहा कि संभवतः संविधान में 'इण्डिया दैट इज भारत' का उल्लेख संयुक्त राष्ट्र संघ एवं अंतर्राष्ट्रीय समुदाय में स्वीकृति के मद्देनजर किया गया। उन्होंने सभी वक्ताओं द्वारा व्यक्त विचारों के प्रति अपनी सहमति जाहिर करते हुए कहा कि इस बहस को राष्ट्रव्यापी स्वरूप प्रदान करने की आवश्यकता है। संगोष्ठी का समापन करते हुए भारतीय प्रौढ़ शिक्षा संघ के महासचिव डा. मदन सिंह ने सभी वक्ताओं सहित विद्वतजनों का हार्दिक आभार व्यक्त किया। कार्यक्रम का संचालन श्रीमती आशा शुक्ला ने किया।



महात्मा गांधी ने देश के विकास के जिस प्रारूप का जिक्र 'हिंद स्वराज' में किया है देश

विमर्श के अंत में सत्र की अध्यक्षता कर रहे पूर्व राज्यपाल श्री टी.एन. चतुर्वेदी ने कहा कि संभवतः संविधान में 'इण्डिया दैट इज भारत' का उल्लेख संयुक्त राष्ट्र संघ एवं अंतर्राष्ट्रीय समुदाय में स्वीकृति के मद्देनजर किया गया। उन्होंने सभी वक्ताओं द्वारा व्यक्त विचारों के प्रति अपनी सहमति जाहिर करते हुए कहा कि इस बहस को राष्ट्रव्यापी स्वरूप प्रदान करने की आवश्यकता है। संगोष्ठी का समापन करते हुए भारतीय प्रौढ़ शिक्षा संघ के महासचिव डा. मदन सिंह ने सभी वक्ताओं सहित विद्वतजनों का हार्दिक आभार व्यक्त किया। कार्यक्रम का संचालन श्रीमती आशा शुक्ला ने किया।

## Visitor

Shri Awais Sufi, Vice President, Work Programmes, International Youth Foundation, Baltimore, USA visited IAEA alongwith Ms. Vinita Nathani, Programme Manager (Skills for Youth) to discuss about the vocational education programmes in India and particularly for the out of school youth.



**Dr. Sarvepalli Radhakrishnan**

**Religion is the conquest of fear; the antidote to failure and death.**

## Fourth James Draper Memorial Lecture

Professor James A. Draper was a distinguished Canadian Adult Educator and a former Professor at the Ontario Institute for Studies in Education, Toronto University and was closely connected with Indian Adult Education Association. In his memory, IAEA has been organising James A. Draper Memorial Lecture for the past three years. These lectures are delivered by specially invited eminent scholars from the field of Adult Education on a chosen topic of their choice.

This year James A. Draper Memorial Lecture will be delivered by Prof. Ekkehard Nuiss Von Rie, Scientific Director and Coordinator ASEM Network at German Institute for Adult Education, Bonn, Germany on September 8, 2010 at India International Centre on the subject 'Future Challenges in and for Adult Education'.

## Capacity Building for SC/ST Students



The Department of Adult, Continuing Education and Extension, University of Delhi organised a five day Capacity Building Programme in the university campus for the SC/ST

students from August 16-20, 2010. Around 40 students drawn from different colleges and departments of University of Delhi pursuing under graduate, post graduate courses and research participated. Some participants also belonged to Muslim minority. The main objective of this programme was to build capacity in the students with regard to academic, research, extension and outreach activities.

As part of the academic exercise, the participants were conducted to field visits for on the spot learning from the experience of leading organisations in the field of education/community development/ adult education for two days, i.e. on August 17-18, 2010. One such visit was to Indian Adult Education Association (IAEA) on August 18, 2010.

Prof. S.Y. Shah, Group of Adult Education, School of Social Sciences, Jawaharlal Nehru University and Vice President, IAEA had an interaction with the participants and also made a brief presentation on the "Role of Information Communication Technology in the Promotion of Literacy in India". In his presentation he has covered broadly the categories of ICT, role of ICT in promoting literacy, Unesco study on ICT in E-9 countries, experience of using radio to promote literacy, computer based functional literacy programme, same language subtitling, influence of cinema, etc.

The capacity building programme was coordinated by Dr. Rajesh and Dr. V.K. Dixit, Assistant Professors in the Department of Adult, Continuing Education and Extension, University of Delhi.



# Two Days Legal Awareness Programme for Women at Bodh Gaya



dog of protection and empowerment of women.

The participants were addressed by Dr. K.P. Ramayya, Commissioner Magadh Division, Dr. D.K. Yadav, Registrar, Magadh University, Prof. K.B. Sharma, Head, Department of Zoology and DSW, Magadh University, Prof. Kusum Kumari, Director, Women Study, Magadh University, Shri N. Dorjee, IAS, Secretary, BTMC, Bodh Gaya, Sister B.K. Sheela and

A two day Legal Awareness Programme for Women was organised by IAEA Bihar State Branch on August 7-8, 2010 at Samanwai Ashram, Bodh Gaya, Bihar. This programme was funded by the National Commission for Women through Indian Adult Education Association, New Delhi. In all 101 women participated in the programme. They were from different organisations like Disha, Roji Roti Seva Sansthan, Avidya Vimukti Sansthan, Gris's Society, Women Study Centre, Magadh University, Jan Shikshan Sansthan, Nehru Yuva Kendra and the representatives of a few SHGs.

Smt. Renuka Palit, Chairperson, JSS.

The inaugural function was presided over by Hon'ble N.N. Singh, Chairman, Lok Adalat. The vote of thanks was given by Dr. Farasat Hussain, Member, Council of IAEA.

The programme was inaugurated by Shri Dwariko Sundarani, Managing Trustee, Samanwai Ashram with the lighting of ceremonial lamp. In his address, he said that each one should live in a congenial atmosphere so that the entire society progresses. For this he wanted the people to adopt an appropriate strategy to eliminate the social evils in the society including hatred, discrimination, exploitation and crimes. He stressed the importance of society having positive attitude towards women. He also appealed to women to know their legal rights so that they enforce the same without depending on others.

The business sessions were addressed by Smt. Indu Sahay, Senior Advocate, Smt. Renuka Palit, Chairperson, JSS, Gaya, Shri Subodh Prasad, Advocate, Deputy Director, PRD, Govt. of Bihar, Shri Anjani Kumar Sinha, Advocate, Patna High Court, Prof. Hashmat Parween and Shri A.H. Khan on the subjects Women and Constitution, Women and Family Laws, Law against Domestic Violence



Women and Panchayat Raj, Right to Information and Child Marriage and Dowry.

Shri A.H. Khan, Vice President, IAEA introduced the subject matter and explained about the role of National Commission for Women as the watch

The concluding session was held on August 8, 2010 and the concluding address was given by Smt. Geeta Kumari, Vice President, All India Women Conference, Gaya Chapter.

# विश्व जनसंख्या दिवस समारोह

## जन शिक्षण संस्थान, शाहजहांपुर



जन शिक्षण संस्थान, शाहजहांपुर के तत्वावधान में विश्व जनसंख्या दिवस 11 जुलाई, 2010 के अवसर पर ग्राम

कर्मचारियों ने रैली में भाग लिया।

रैली के समापन स्थल मोहल्ला बरगद दादा पहलवान की मजार पर 'स्लोगन प्रतियोगिता' का आयोजन किया गया जिसका केन्द्र बिन्दु 'जनसंख्या नियन्त्रण', 'समग्र विकास', एवं 'शिक्षा और विकास' था। प्रतियोगिता में शाहबाजनगर में संस्थान द्वारा चलाये गये हेयर कटिंग, कालीन बुनाई एवं कारचोबी के प्रशिक्षित प्रतिभागियों ने भी भाग लिया।



पंचायत-शाहबाजनगर, विकास खण्ड-ददरौल में 'जनसंख्या जागरूकता रैली', जनसंख्या जागरूकता आधारित 'स्लोगन प्रतियोगिता' एवं संस्थान द्वारा प्रशिक्षित प्रतिभागियों के लिए प्रमाण-पत्र वितरण समारोह' का आयोजन किया गया। रैली का उद्देश्य जनसंख्या वृद्धि के नकारात्मक प्रभाव के प्रति जागरूकता उत्पन्न करना था।

रैली मोहल्ला बरगद दादा पहलवान की मजार से प्रारम्भ होकर इस्लामिया स्कूल से मंदरसा गौसिया, मोहल्ला कटरा होते हुये प्राइमरी विद्यालय एवं जूनियर हाईस्कूल तथा डा. एजाज के यहाँ से होते हुये मोहल्ला बरगद पर जाकर सम्पन्न हुई। रैली मार्ग के दोनों किनारों की छतों एवं दरवाजों पर खड़े बच्चों एवं महिलाओं ने नारे लगाकर प्रतिभागियों का उत्साहवर्धन किया। संस्थान के निदेशक तथा अन्य सभी अधिकारी एवं

कार्यक्रम के अंत में एक संगोष्ठी तथा प्रशिक्षित प्रतिभागियों हेतु प्रमाण-पत्र वितरण समारोह का आयोजन किया गया। संगोष्ठी की अध्यक्षता पुवायां (विधान सभा) के पूर्व विधायक श्री चेताराम द्वारा की गई। इसके उपरांत श्री चेताराम द्वारा कालीन बुनाई और हेयर ड्रेसिंग कार्यक्रमों के प्रशिक्षित प्रतिभागियों को प्रमाण-पत्र वितरित किया गया। कार्यक्रम के अन्त में कालीन बुनाई कार्यक्रम के प्रतिभागियों द्वारा तैयार किये गये कालीनों का प्रदर्शन भी किया गया।

## प्रौढ़ शिक्षा हेतु कार्यकर्ता प्रशिक्षण, नई दिल्ली

भारतीय प्रौढ़ शिक्षा संघ द्वारा अगस्त 11-12, 2010 को सामाजिक स्वास्थ्य संघ, नई दिल्ली के कार्यकर्ताओं के लिए प्रौढ़ शिक्षा पर एक दो दिवसीय प्रशिक्षण कार्यक्रम आयोजित किया गया। इस कार्यक्रम में भाग लेने वाले सभी अनुदेशक अन्ना नगर एवं संजय अमर कालोनी नामक एक स्लम क्षेत्र से थे। सामाजिक स्वास्थ्य संघ इस स्लम के निवासियों के लिए विभिन्न कार्यक्रम आयोजित करता रहा है। स्थानीय निवासियों की जरूरतों के मद्देनजर अब वह प्रौढ़ शिक्षा कार्यक्रम आरम्भ करने जा रहा है। स्वाभाविक है इस संघ के कार्यकर्ताओं को प्रौढ़ शिक्षा के विभिन्न आयामों पर कार्यात्मक जानकारी



करने की आवश्यकता थी। यह कार्यक्रम इन्हीं कार्यक्रमों की पूर्ति के लिए था। कार्यक्रम में प्रौढ़ शिक्षा की विभिन्न प्रशिक्षणों की विधियों पर डा. मृदुला सेठ, पूर्व राष्ट्रीय सलाहकार, यू.एन.एफ.पी.ए. ने सविस्तर चर्चा की। उन्होंने वाक्य से शब्द और शब्द से अक्षर की पहचान करने पर जोर दिया। उन्होंने विभिन्न शैक्षिक कार्यक्रमों के इस्तेमाल पर जोर देते हुए कहा कि इनके प्रयोग प्रौढ़ों की साक्षरता ग्रहण की प्रक्रिया को मनोरंजक बनाया जा सकता है। इससे पूर्व प्रथम सत्र में श्री एस. दुआ, सलाहकार, भारतीय प्रौढ़ शिक्षा संघ ने प्रतिभागियों को बताया कि 'प्रौढ़ और बच्चों के मनोविज्ञान

में अंतर होता है। अतः हमें प्रौढ़ों की भावनाओं का सम्मान

विषयों पर चर्चा करते रहना चाहिए। प्रौढ़ शिक्षा में पठन पाठन दो तरफा होना चाहिए। एक अन्य सत्र में श्रीमति निशात फारूख ने साक्षरता की कक्षाओं में अनुदेशकों द्वारा किस प्रकार से प्रौढ़ों के साथ संप्रेषण करना चाहिए इस विषय पर विस्तार से चर्चा की। उन्होंने कहा कि पढ़ाते समय भी निरर्थक शब्दों और वाक्यों का प्रयोग नहीं करना चाहिए। ऐसे शब्द और वाक्य प्रौढ़ों की सीखने की क्षमता को बाधित करते हैं। डा. ए. मैथ्यु सलाहकार, राष्ट्रीय साक्षरता मिशन ने प्रौढ़ शिक्षा कार्यक्रम संचालित करते समय उत्पन्न होने वाली समस्याओं और उनसे निपटने की तकनीक पर अपने विचार रखे।

करते हुए उन्हें पढ़ाना चाहिए। प्रौढ़ निरक्षर हो सकते हैं, अज्ञानी नहीं। बच्चों को साक्षर बनाने की पद्धति से उन्हें अक्षर ज्ञान कराने में बहुत कठिनाई आती है और समय भी बहुत लगता है जिससे वे ऊब जाते हैं। अगले सत्र में श्रीमती निशात फारूख, भूतपूर्व निदेशक, राज्य संसाधन केन्द्र, नई दिल्ली ने प्रौढ़ों में उत्प्रेरणा को कैसे कायम रखा जाए विषय पर चर्चा की। उन्होंने कहा कि आरंभ में कक्षाओं में प्रौढ़ अत्यंत रुचि से पढ़ते हैं लेकिन शनैः शनैः उनकी रुचि समाप्त होने लगती है और वे साक्षरता की कक्षाओं में आना बंद कर देते हैं। अतः हमें साक्षरता की कक्षा में पढ़ाई-लिखाई के अलावा उनके जीवन से संबंधित

कार्यक्रम के अंत में भारतीय प्रौढ़ शिक्षा संघ के निदेशक डा. वी. मोहनकुमार ने सभी प्रतिभागियों को प्रमाण पत्र वितरित किए। उन्होंने प्रतिभागियों को शुभकामनाएं दी और कहा कि सहज दिखने वाला यह कार्य राष्ट्रीय विकास का आधार स्तंभ है। सामाजिक स्वास्थ्य संगठन की कार्यक्रम समन्वयक सुश्री ममता श्रीवास्तव ने भारतीय प्रौढ़ शिक्षा संघ एवं संदर्भ व्यक्तियों का धन्यवाद ज्ञापन करते हुए कहा कि इस प्रशिक्षण कार्यक्रम से उन्हें अत्यंत लाभ हुआ है। उन्हें आशा है कि उनके कार्यकर्ता समुदाय में प्रौढ़ों को साक्षर करने में सफल होंगे।

# महिलाओं हेतु विधिक चेतना शिविर का आयोजन, अजमेर

जनार्दनराय नागर, राजस्थान विद्यापीठ द्वारा दिनांक 26 व 27 जुलाई 2010 को हट्टण्डी, अजमेर में एक विधिक चेतना शिविर का आयोजन किया गया। आंगनवाड़ी प्रशिक्षण केन्द्र के सहयोग से यह आयोजन विद्यापीठ द्वारा संचालित हरिभाऊ उपाध्याय महिला शिक्षक महाविद्यालय के प्रांगण में किया गया। विधिक चेतना शिविर राष्ट्रीय महिला आयोग, नई दिल्ली द्वारा महिलाओं में विधि संबंधी संचेतना विकसित करने हेतु भारतीय प्रौढ़ शिक्षा संघ, नई दिल्ली के माध्यम से संचालित किए जा रहे हैं।

अजमेर में हुए इस शिविर का शुभारंभ महाविद्यालय के प्राचार्य एवं प्रबंध मंत्री डा. रमेश चन्द्र शर्मा द्वारा किया गया। डा. शर्मा ने राष्ट्रीय महिला आयोग एवं भारतीय प्रौढ़ शिक्षा संघ द्वारा किए गए प्रयासों की सराहना करते हुए प्रतिभागी महिलाओं का आह्वान किया कि वे इस शिविर का पूरा लाभ उठाएं।

शिविर के पहले डा. रविकान्त यादव, प्रवक्ता (शिक्षा) ने कार्यक्रम का परिचय प्रस्तुत किया। तत्पश्चात् मुख्य वक्ता, श्री पी.आर. व्यास, एडवोकेट ने महिलाओं से संबंधित संवैधानिक प्रावधानों की जानकारी दी। श्री व्यास ने महिलाओं को अपने अधिकारों को जानने व उनके उपयोग के लिए प्रेरित किया।

इसी दिन, अगले सत्र में श्रीमती कमलेश माथुर, सलाहकार, पारिवारिक न्यायालय, अजमेर ने घरेलू हिंसा व पारिवारिक न्यायालय से संबंधित कानूनी प्रावधानों की चर्चा की व प्रतिभागियों की शंकाओं का निवारण किया। इसी क्रम में श्री एल.एस. माथुर, एडवोकेट ने भी महिला कानूनों में हुए संशोधनों के बारे में प्रतिभागियों को जानकारी दी। पहले दिन

विधिक चेतना शिविर  
संयोजक : राष्ट्रीय महिला आयोग  
स्व. भारतीय प्रौढ़ शिक्षा संघ,  
नई दिल्ली  
हस्ताक्षर उपाध्याय महिला महावि.  
हट्टण्डी - अजमेर



के अंतिम सत्र में श्रीमती अनीता उपाध्याय, परियोजना अधिकारी, परिवार सेवा समिति, अजमेर ने बालश्रम उन्मूलन के उपाय और शिक्षा के मौलिक अधिकार पर अपने विचार प्रस्तुत किए।

द्वितीय दिवस के प्रथम सत्र में श्रीमती ऋतु यादव, परियोजना अधिकारी, परिवार सेवा समिति, अजमेर ने बाल विवाह व हिन्दू विवाह अधिनियम के अंतर्गत महिलाओं को प्रदत्त अधिकारों के विषय में जानकारी दी।

द्वितीय सत्र में पुनः श्री पी.आर. व्यास, एडवोकेट, भीलवाड़ा ने पंचायतीराज के संवैधानिक उपबन्धों के साथ अन्य कानूनों की विस्तार से जानकारी देते हुए महिलाओं की समस्याओं और उन पर हो रहे अत्याचार व प्रताड़ना के लिए कानून द्वारा प्रदत्त उपचारों के विषय में जानकारी प्रदान की।

अंतिम सत्र में श्रीमती सरोज लखावत, महिला एवं बाल विकास विभाग, अजमेर ने सूचना के अधिकारों के प्रति सजग रहने के लिए प्रतिभागियों का आह्वान किया तथा राष्ट्रीय महिला आयोग व मानवाधिकार आयोग के विषय एवं कार्यक्षेत्र की जानकारी दी।

कार्यक्रम का समापन करते हुए अंत में डा. जी.पी. उपाध्याय सह-आचार्य ने राष्ट्रीय महिला आयोग, भारतीय प्रौढ़ शिक्षा संघ व समस्त प्रतिभागियों को धन्यवाद ज्ञापित किया एवं प्राप्त जानकारी के उपयोग हेतु प्रेरित किया। शिविर में भारतीय प्रौढ़ शिक्षा संघ, नई दिल्ली के संरक्षक तथा जनार्दनराय नागर राजस्थान विद्यापीठ के कुलाधिपति प्रो. भवानी शंकर गर्ग का भी सान्निध्य प्राप्त हुआ।



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Editor-in-Chief: KC Choudhary

Tel: 011-23379306, 23378206, 23379282

E-mail: iaea\_india@yahoo.com

Editor: Dr. Madan Singh

Website: iaea-india.org

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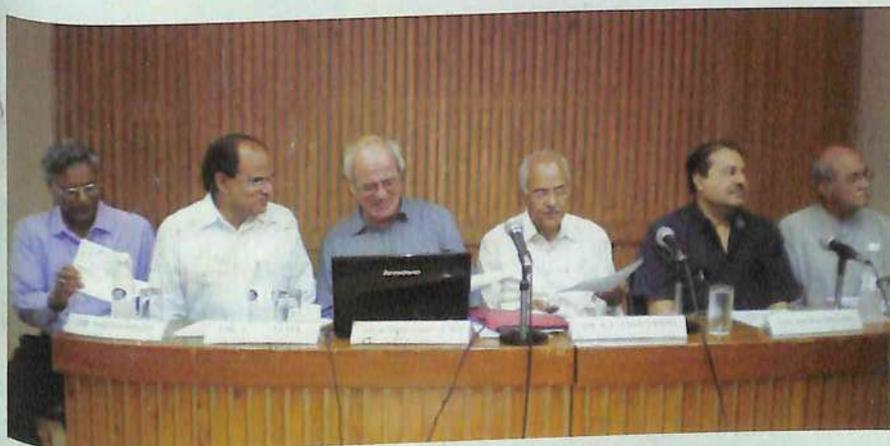
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September 2010



## INDIAN ADULT EDUCATION ASSOCIATION

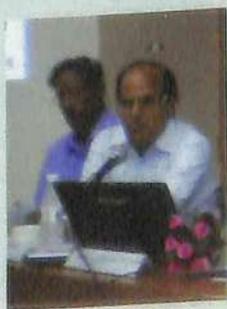
### James A Draper Memorial Lecture 2010



As part of International Literacy Day 2010 celebrations, International Institute of Adult and Lifelong Education in collaboration with Indian Adult Education Association organised the James A Draper Memorial Lecture at India International Centre, New Delhi. Dr. Draper was an exemplary academician and adult education functionary who belonged to the group of those few who had the pivotal contribution in shaping the history of adult education in India. The lecture was delivered by Prof. Ekkehard Nuisl von Stein, a well known academician in the field of adult education who is the Scientific Director/Board Member, German Institute for Adult Education, Bonn, Germany. The topic was Adult and Continuing Education

and Learning in Europe".

Prof. S.Y. Shah, Honorary Director, International Institute of Adult and Lifelong Education and Vice President, IAEA in his welcome address introduced Prof. Nuisl to the audience. He said that Prof. Nuisl is an outstanding adult educator and well known both nationally and internationally. During his tenure as Director in the Central Institute for Adult Education in Germany he developed the same as a centre of excellence and research, a think tank, a meeting place, a leading publisher and a lobbying agency in adult education in the national and



international perspective. As an author in the field of adult education Prof. Nuisl has published 80 books and more than 400 articles in the last 30 years with translations into English, French, Chinese, Turkish and Russian. He also said that Prof. Nuisl chairs the European Master of Adult Education in cooperation with Universities in Denmark, Czech Republic, Finland, Italy, Romania, Austria, Spain and Germany, which is the first master's degree in adult education being accredited in several European countries.

Prof. Nuisl in his lecture presented a broad picture of the ongoing international discussions on adult education with its political and scientific connotations. He structured the chosen topic of the day into different titles for deeper understanding. The titles include self directed learning, management of adult education institutions, quality of adult education, financing of adult education, inclusion vs. exclusion, professionalisation





and scientific developments. He also spoke on several aspects of adult education like practical developments in the countries of European Union, mechanism of quality control, intricacies of financial management, etc.

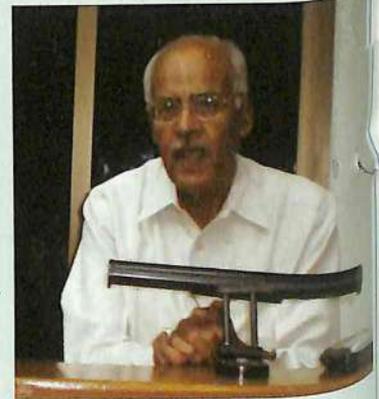
Prof. Nuissl said that adult education in European Union, specifically in Germany, acquired the mode of 'Self-directed Learning' giving a sea-change to the meaning of adult education institutions and teaching. Adults in ageing countries like Germany are now expected to be more innovative in their approaches towards learning and life. Now they are supposed to learn themselves with the help of updated information furnished by different mode of communications. Adult education institutions and teachers are expected to help them out in these ventures of the adults through counseling and relevant information in informal way with ever-growing professional outlook. He also told that regular quality assessment has now become an integral part of adult education in Germany since directly or sometimes indirectly they have been now linked with the various production industries which in order to achieve excellence in quality need properly and systematically trained manpower.

Prof Nuissl said that adult education programmes receive financial support from the government agencies, enterprises and the learners and all of these three shares the need directly proportional to their requirements. Commenting on the challenges the adult education is facing in European Union countries, specifically in Germany, he said that mainstreaming of the migrants who are almost 10 percent of the total population and many a times having inferior living standards which often poses a threat of their social exclusion. He also highlighted the existing isolation the adult education departments are facing in the university system and underlined that AE needs to develop in

unison with various other academic disciplines like sociology, psychology, linguistics, etc. for its own survival as an academic discipline.

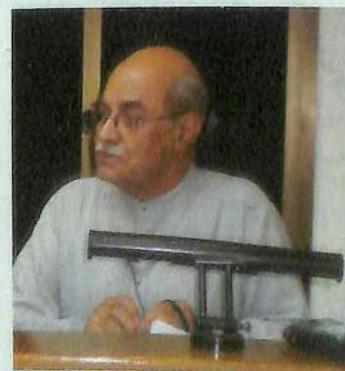
Shri K.C. Choudhary, Chancellor, International Institute of Adult and Lifelong Education and President, IAEA in his presidential address said that the challenges faced by adult education in European countries are almost similar to that of India. He said that many Indian Universities have a separate Department of Adult Continuing Education and Extension but there is no integration of the departmental activities either with the Department of Education or with other

Departments of Social Sciences. Even in the area of research, inter-discipline is not encouraged or given priority with the result the scholars who receive the doctoral degrees do not have much scope of employment in the academic or social institutions. He also



said that in every Five Year Plan, adult education programmes found a place and allocation of amount. But in comparison to the amount allocated to other sectors of education, adult education receives a very little amount with the result the achievements also are limited.

Prof. C.J. Daswani, Professor Emeritus, International Institute of Adult and Lifelong Education and a veteran linguist and adult education expert in his address said that like the famous saying "the sky is blue everywhere", adult education in India also is facing almost similar problems and challenges like in European countries. The difference lies only with the timeframe as India took more than six decades



even to grant the right to education to all the children. He said that adult education gets less priority and poor budget allocation in the sector of education, the adult education programmes and planned implemented in India so

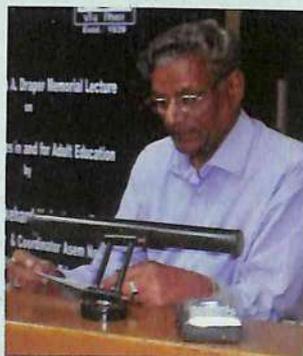
far are of high quality in nature. However, we many times failed to implement the planned programmes in their true spirit and hence, the end results used to be far short of the expected achievements. He appreciated Prof. Nuissl for his deep understanding of adult education and his efforts to mainstream the same as an important discipline of study in the universities.

Shri Bhaskar Chatterjee, Secretary to Govt. of India, Department of Public Enterprises, Ministry of Heavy Industries and Public Enterprises and former Director General of National Literacy Mission gave the special address. In his emotional address he detailed all the events took place not only at the planning stage of literacy programmes under National Literacy Mission but also during their implementation. He said that total literacy campaigns implemented



by districts for transaction of basic literacy were one of the best programmes in the country as they were volunteer based, area intensive, wide coverage and literacy materials used based on the method Improved Pace and Content of Learning (IPCL). He further said that the post literacy and continuing education programmes which followed the basic literacy ensured the learners to have

learning continuum and avoided relapsing to illiteracy. He was proud to state that because of the massive literacy programme under National Literacy Mission, the overall literacy rate increased by 12.63 percent during the decade 1991-2001 which was the highest increase in any decade.



Before concluding his address he recalled the great services rendered by the then Union Education Secretary, Shri Anil Bordia for his vision and direction, first Director General of National Literacy Mission, Shri L. Mishra for his meticulous planning and implementation, literacy experts for their academic support and millions of literacy volunteers for their field work.

Dr. Madan Singh, Registrar, International Institute of Adult and Lifelong Education and General Secretary, IAEA proposed the vote of thanks.

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Dr. V. Mohankumar, Joint Registrar, International Institute of Adult and Lifelong Education and Director, IAEA compared the programme.



## International Literacy Day Celebrations 2010

The National Literacy Mission Authority in collaboration with State Literacy Mission Authority, Andhra Pradesh celebrated International Literacy Day 2010 at Hyderabad from September 6-8, 2010. This occasion was also the celebration for completion of one year of Saakshar Bharat Programme and State Launch of Saakshar Bharat in Andhra Pradesh. As part of the celebrations a number of programmes were organised

which included Saaksharta Chaupal (Panel Discussion), KRITI - Literacy Exhibition, Saaksharta Geet Sangeet, Saaksharta Games and Sports, Saaksharta March, Interaction with Neo-literates, Main Function, Public Private Partnership Meeting with Private Sector Executives and Visit to Adult Education Centre and Interaction with Stakeholders.

The three days celebrations were formally inaugurated by



Smt. D. Purandeswari, Union Minister of State for Human Resource Development on September 6, 2010 in which Shri Jagmohan Singh Raju, Director General, NLMA and Smt. Chandana Khan, Principal Secretary, Education, Govt. of Andhra Pradesh were also present.

The inaugural session was



nation on completion of one year of Saakshar Bharat. An MOU was signed between NLMA and Container Corporation of India Ltd (CONCOR) for supporting Saakshar Bharat Programme under Public-Public Partnership. To mark the inauguration of the innovative fund flow and management system, cheque books were issued to

of Andhra Pradesh, Smt. D. Purandeswari, Union Minister of State for Human Resource Development, Shri Mohd. Ahmadullah, Minister for Minority Welfare, Primary Education and Adult Education, Govt. of Andhra Pradesh addressed the gathering.

In the main function the Satyen Maitra Awards for the year 2010 were presented by Shri E.S.L. Narasimhan to different organisations for rapid progress shown in the implementation of

followed by Panel Discussions in which the panelists spoke on Literacy and Empowerment of Women, Improving the Teaching Quality to Achieve Sustainable Literacy, Panchayati Raj Institutions and Promotion of Literacy and Inclusive Literacy - Reaching the Excluded.

Saaksharta Exhibition - KRITI was also organised on this occasion in which the products crafted by the beneficiaries of 34



Presidents of some of GPs of Andhra Pradesh. The outcome of Assessment of Literacy status undertaken by National Institute of Open Schooling (NIOS), covering about 4.11 lakh



Jan Shikshan Sansthan were exhibited. Other exhibits included ICT materials and publications from other stakeholders and a model Adult Education Centre.

The main function was organised on September 8, 2010 at Shilpakala Vedika in Hyderabad. Smt. Chandana Khan, Principal Secretary, Education, Govt. of Andhra Pradesh gave the welcome address. Smt. Anita Kaul, Additional Secretary, Department of School Education and Literacy presented the report to the



candidates, was presented by Dr. S.S. Jena, Chairman, NIOS and some successful candidates were also issued Certificates. A dedicated web-portal for JSS, developed by NIC for NLMA was launched on this occasion. Shri E.S.L. Narasimhan, the Governor



Saakshar Bharat Programme, such as SLMA (Andhra Pradesh), SLMA (Karnataka), Gadag district (Karnataka), Jashpur district (Chhattisgarh). The Satyen Maitra Awards were also given to GPs by Smt. D. Purandeswari which have shown outstanding progress in the implementation of Saakshar Bharat Programme. They were GP Dokkabodanahalli (Dharmapuri district), Koilari GP (Sarguja district), Sirli GP (Korba district).

Smt. D. Purandeswari also distributed the NLM-Unesco



(seated L to R) Chandana Khan, Anita Kaul, Mohd. Ahmadullah, E.S.L. Narasimhan, D. Purandeswari, Jagmohan Singh Raju



Namita Mohapatra receiving the award



G. Ramesh and P.V. Subba Reddy receiving the award



S.Y. Aruna Devi receiving the award



Narender Nath, P. Srinivasa Rao receiving the award



Awards 2010 to SRC, Andhra Pradesh, Jan Shikshan Sansthan, Cuttack, Guntur and Shimoga for their outstanding work in the area of literacy and adult education and vocational training.

The vote of thanks was given by Smt. Kusum Vir, Director, Directorate of Adult Education, Govt. of India.

## LEGAL AWARENESS PROGRAMME FOR WOMEN AT GANDHIGRAM

A two day Legal Awareness Programme funded by National Commission for Women was organised by Indian Adult Education Association in collaboration with the Department of Adult Continuing Education and Extension, Gandhigram Rural Institute (Deemed University), Gandhigram and Dindigul District Legal Aid Centre, Dindigul at Silver Jubilee Hall of the Rural Institute on August 26-27, 2010. In all, 96 women from 17 villages of the service area of Gandhigram Rural Institute participated.

The inaugural session was presided over by Dr. G. Palanithurai, Professor, Department of Political Science and Development Administration, and Dean of Students Welfare, Gandhigram Rural Institute. In his address he said that women now-a-days have a large number of avenues for development but the need of the hour is that they should avail the same and empower themselves. He also said that as development takes place women should find a right place to take up leadership to shape their own



destiny for which the first step forward is to know their legal rights and application of the same in real life situation.

Smt. L. Amutha, Civil Judge and Secretary, Dindigul District Legal Aid Centre in her inaugural address gave a detailed account of the legal acts and laws enacted in our country for the protection of women but raised a doubt about women making use of the same to protect themselves. She further said that overall women are progressing in many fields but still they are backward and facing a lot of harassments in everyday life. In order to overcome all their problems they should first understand their legal rights for which Legal Awareness Programmes will be of great use.

On this occasion, a book titled "Manareethiyana Valarchi" in Tamil published to mark the Centenary year of Mother Theresa was released by Smt. L. Amutha and the first copy was received by Dr. G. Palanithurai.

Dr. K. Chellappan, Head, Department of Adult Continuing Education and Extension, Gandhigram Rural Institute also addressed the participants.

While Dr. L. Raja, Associate Professor, Department of Adult Continuing Education and Extension, Gandhigram Rural Institute and Vice President, Indian Adult Education Association, New Delhi welcomed the participants, Shri J. Balasubramanian, Administrative Officer, Dindigul District Legal Aids Centre proposed the vote of thanks.

On the first day, there were three sessions on various topics of interest. The first session was taken by Shri C. Selvaraj, Advocate, Dindigul Court on "Women and Family Laws" which was followed by the second session on "Women and Constitution" by Shri T. Selvaraj, Member, Dindigul District Legal Aid Centre. The last session of the first day was taken by Smt. S. Nagananthi, Advocate on "Law against Domestic Violence".

On the second day the first session was on "Right

to Information Act". This was taken by Dr. L. Raja, Associate Professor, Department of Adult Continuing Education and Extension, Gandhigram Rural Institute. Then Dr. M. Gurusamy, Research Officer, Department of Extension Education, Gandhigram Rural Institute spoke on "Women and Panchayati Raj" which was followed by another session on "Child Marriage, Prostitution and Dowry Act" by Smt. S.A. Merry Chinnarani Selvarjan, Advocate. The last session was on "Free Legal Aid to the General Public" by Shri A. Eruthaiyaraj, Advocate.

On the second day just before concluding session feedback was received in the general session from the participants about the two days programme. The feedback received was encouraging as all the participants spoke high of the programme in view of



the importance and contents of the topics delivered.

In the concluding session Shri J. Balasubramaniyan, Administrative Officer, Dindigul District Legal Aids Centre appreciated the efforts taken by the Department of Adult Continuing Education and Extension, Gandhigram Rural Institute, National Commission for Women and Indian Adult Education Association for organising such an important programme for the benefit of the rural women which will go a long way to empower them.

Shri V. Subramani, Field Organiser, Department of Adult Continuing Education and Extension, Gandhigram Rural Institute proposed the vote of thanks.

# P.N. Panicker - The Legendary Hero of Literacy Movement



(seated from L-R) P.J. Kurian, R.S. Gavai, M.A. Baby, Shashi Taroor, N. Balagopal

developmental issues. In this way, libraries fulfilled their role as social institutions capable of shaping attitudes and values of people.

Shri Panicker lived a life devoted to the cause of literacy and to the development of the State. He was deeply interested in educating agricultural workers. With his "Read and Grow" slogan, the library and literacy movement started by him spread to every nook and corner of Kerala. So good was his work through 'Akshara Keralam' project that Kerala became the first fully literate state in the country.

To honour this great son of Kerala, the Government of Kerala every year observes June 19th, the day Shri Panicker passed away, as 'Vayanadinam' - the Day of Reading.

The President of India, Smt. Pratibha Devisingh Patil participated in the Closing Ceremony of the Centenary Celebrations of Shri P.N. Panicker. In her address, she paid rich encomium to Shri Panicker for the great service rendered by him for the cause of library and literacy movement in Kerala. She also said that Akshara Keralam project and its approach provided valuable inputs and lessons for the National Literacy Mission to adopt area based intensive approach in literacy programme. She desired the Panicker Foundation to continue to carry on his legacy in the years to come.

The closing ceremony of the centenary celebrations was also attended by Shri R.S. Gavai, Governor of Kerala, Shri M.A. Baby, Education Minister of Kerala, Prof. P.J. Kurian and Shri Shashi Taroor, Members of Parliament and Shri V. Sivankutty, Member of Kerala Legislative Assembly.

Literacy culture has become a part of the ethos of Kerala with education receiving encouragement. In this, the contribution of late Shri P.N. Panicker has been immeasurable. His vision, his identification with the common people and his commitment to improve their lives has made him a legendary figure worth emulating. Hence, he is fondly remembered as the father of the Library and Literacy Movement of Kerala.

Shri P.N. Panicker was the driving spirit behind the concept of Kerala Grantha Sala Sangham set-up in 1945 with 47 rural libraries. It was designed for adult and non-formal education activities to be undertaken in an organised manner in Kerala with 6000 libraries drawn into this network. Shri Panicker spearheaded the setting up of these libraries and reading rooms as community centres for social activities through useful discussions, seminars and symposia on social and

## VTs: The Leaders for Change

Prabha Shukla is an exceptionally good Volunteer Teacher (VT). None of the learners want to miss her classes. Many times even after she finishes teaching, learners do not want to leave the centre. Prabha says earlier coming back from market to her home used to take only a few minutes but since she has become a VT it almost takes an hour. Reason..? Every one

wants to discuss their problems or share happiness with her.

One day I asked Prabha what makes her such a popular VT.

Prabha thought for a moment and then replied, " Perhaps the reason is that while teaching I keep in mind that how something is taught is as important as what is taught...And

the most important part of how something is taught is the caring, respect and shared concern that go into it. I have learnt these things during my training which I replicate in the class room.

Prabha also told that to become effective educators, VTs need to use approaches which are quite different from what they have experienced in schools. This can be understood well if opportunities are given during VTs' training programme so that they can critically examine different methods of teaching. Also VTs should be given enough teaching practice during the training itself so that they gain confidence and experience to create not only awareness in the learners but also encourage them to convert their knowledge into action and learn the basic literacy skills.

She was proud to say that during the training programme she had been given ample opportunities by the trainers to learn about different methods through which learners can be taught in the adult education centre. Some of the methods include story telling, games, building on the knowledge, skills, customs and experiences, practice sessions, copying and watching. Therefore, she normally adopts some of these methods which her learners enjoy a lot. She also said that it has helped to sustain the interest of the learners and almost stopped them from dropping out.

Prabha is perfectly right. A VT's most important job is to transact the literacy primers effectively and encourage the learners to share their rich knowledge, experiences, skills, and ideas with others. Unfortunately, what is happening with many VTs is that they teach in adult education centres in the way they themselves were taught in schools with the result fast learners are rewarded and slow learners are left behind. As the aim of adult education is to make every one literate, it is the responsibility of the VTs to encourage slow learners to pick-up the lessons fast so that they also go along with the fast learners. Many VTs also think that the main purpose of teaching is to teach literacy skills alone and hence, they adopt the conventional method of teaching like formal school teachers which is against the adult psychology. Infact, VTs should adopt only

such methods that build confidence in adult learners the capacity to observe, criticise, analyse and figure out things themselves. They should encourage learners to consider the whole social context around them and take imaginative and courageous ways of improving their earning and living conditions. This is known as education for change. Here the emphasis is more on learning than teaching. VTs should also encourage the learners to find the causes of their deprivation and explore ways to free themselves from poverty and illiteracy through organisation and participation in the process of development.

To help VTs in the process, lessons in the primer are usually based on the immediate needs and problems of the learners. The illustrations and texts focus on these issues. The illustrations and key words/sentences are used to initiate discussion on different issues concerning the lives of learners. Ineffective VTs waste the best opportunities completely ignoring discussions and adopt the one way method of lecture. Efficient VTs use the opportunities tactfully and sincerely by involving the learners to analyse the situation and share their views which motivate the learners to continue their education as they see and feel for themselves the need of literacy and education in their lives.

According to Improved Pace and Content of Learning (IPCL) concept also learning will be qualitatively better and faster if:

- there is heightened motivation and voluntarism among the instructors (VTs)
- the short term motivation of learners is fully exploited for learning
- learners' motivation is sustained through improved material and
- learning is joyful, robust, lively and confidence building activity

The psychological satisfaction of learners is essential in sustaining their motivation in the learning process. The adults derive this satisfaction and get further motivated if they perceive learning as easy and rewarding.

Hence, VTs should be the leaders for change and the trainers the agents for change.

- Nishat Farooq

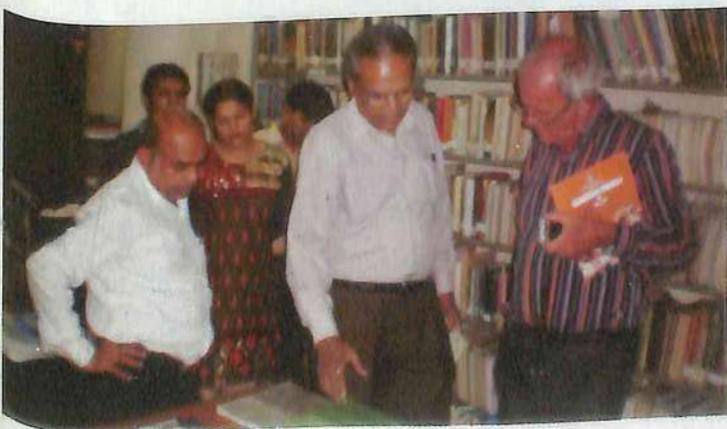
# Prof. Ekkehard visited IAEA



(from L-R) K.C Choudhary, Ekkehard, S.Y. Shah



(from L-R) A.H. Khan, Madan Singh, C.J. Daswani, N.K. Ambasht, R.M. Kalra



Prof. Ekkehard Nussli von Rein, Scientific Director/Board Member, German Institute of Adult Education, Bonn, Germany visited the headquarters of Indian Adult Education Association at New Delhi on September 7, 2010. He had an hour long in house discussion with Shri K.C. Choudhary, President, Prof. S.Y. Shah, Vice President, Shri A.H. Khan, Vice President, Dr. Madan Singh, General Secretary, Dr. V. Mohankumar, Director, IAEA and a group of invited guests like Prof. C.J. Daswani, Prof. N.K. Ambasht, Prof. R.M. Kalra and members of the staff of IAEA on various aspects of importance in the field of literacy, contemporary practices, adult and lifelong education, training of adult education functionaries, innovative approaches in the field of research and documentation and what could be the core areas of academic exchange between his institute and Indian Adult Education Association. During the discussion he had shown keen interest to work with IAEA particularly in the areas of digitalisation of documents, uploading information on internet for easy access worldwide and exchange visits for faculties as part of academic improvement.

Prior to the discussion, Prof. Ekkehard was taken round of the Library and Documentation Centre of the Association. Shri S.C. Dua, Consultant and Smt. Neha Gupta, Junior Librarian-cum-Documentation Assistant explained in detail about the books and journals available with the centre. Prof. Ekkehard had shown a lot of interest in some of the methods adopted for dissemination of information like repackaging services, bibliography, digitalisation of important documents and articles, collection of key documents relating to adult and lifelong education. He had also shown a lot of interest in the documents published by the Planning Commission of India and policy documents related to Saakshar Bharat - Mission 2012.

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## Prof. Nageshwar Rao Visited IAEA



Prof. Nageshwar Rao, Vice Chancellor, Uttar Pradesh Rajarshi Tandon Open University, Allahabad visited IAEA on September 10, 2010. He had a discussion with Shri K.C. Choudhary, President and Dr. Madan Singh, General Secretary, IAEA regarding the ongoing adult education programmes in India and the role of IAEA in the same. He was impressed to know that IAEA is in the field of adult and lifelong education in the last 71 years. During the discussion Dr. V. Mohankumar, Director, IAEA was also present.

**"Hurt no one so that no one may hurt you. Remember that you will indeed meet your Lord, and that He will indeed reckon your deeds."**

**The Last Sermon of Prophet Muhammad**

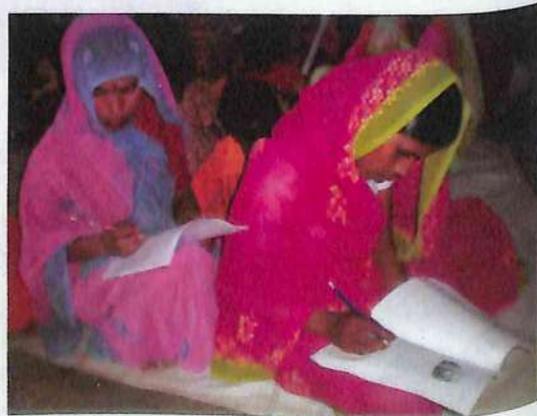
## Government to Ensure Poor Pupils Finish Private Schooling

Under the Right to Education Act 2009, a private school must set aside 25 percent seats in standard one for socially and economically disadvantaged children. The act allows each state to set quota eligibility. In most states, the quota encompasses apart from the generally poor, children from SC/ST/Other Backward Classes and differently abled categories as well. With numerous complaints coming in of children being removed or forced to pay the full fee, the HRD Ministry proposes to issue guidelines so that children admitted to private schools under the economically weaker section (EWS) quota will no longer face the threat of being struck off the rolls in case their parents' income rises beyond the limit set to identify this section.



## 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 14th 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 44th in series.

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

# Legal Awareness Programme for Women at Bakreswar



(from L to R) Rajashree Biswas, Jayanta Ghosal, Samir Kr. Ganguly, Dilip Mukhopadhyay, Anirban Biswas, Chanchal Kr. Dey and Jagannath Ghosh

A two day Legal Awareness Programme for Women funded by National Commission for Women, New Delhi was organised by the West Bengal State Branch of Indian Adult Education Association in collaboration with All India Council for Mass Education and Development (AICMED) on September 11-12, 2010 at Yuba Abash, Bakreswar, Birbhum. In all 69 women participated in the programme.

The Legal Awareness Camp started with the lighting of ceremonial lamp by Ms. Moumita Saha, Block Development Officer, Dubrajpur Block and was presided over by Prof. Dilip Mukhopadhyay, former Registrar, Visva-Bharati. The inaugural address was given by Prof. Samir Kumar Ganguly, Principal, Krishna Chandra College, Hetampur. In his address, he highlighted not only the importance of organising such camps but also the significance of the topics chosen for the same. The special guest in the inaugural function was Shri Shyamsundar Dutta, Zilla Siksha Karmadhyaksha. While the welcome address was given by Smt. Rajashree Biswas, Vice President, Indian Adult Education Association, the vote of thanks was offered by Shri Jagannath Ghosh, former Deputy Registrar, Visva-Bharati.

In the first technical session Dr. Jayanta Ghosal gave an introductory speech highlighting an overview of the legal rights guaranteed by the Constitution of India and different Laws for all the citizens of India and particularly women and the need for knowing and using the same. Then, Prof. Kumkum Bhattacharya, Department of Social Work, Visva-Bharati spoke on "Women and Family Laws". She conducted the discussion in a lively manner by making the participants to interact so that the problems and difficulties faced by them in the family are brought out. Many of the participants posed a lot of problems before the

Professor for which she explained in detail the available legal rights and the ways and means to find the solution.

The next speaker was Dr. Amit Hazra, Professor and Head, Rural Extension Centre, Visva-Bharati who spoke on "Women and Panchayati Raj". He discussed in detail the Panchayati Raj system and the role of women in the same. He stressed upon the need of awareness for women regarding their role and active participation in the system to increase the women's rights.

In the second technical session Shri Chanchal Kumar Dey, Advocate, Kolkata High Court spoke on "Law against Domestic Violence" in which he explained the meaning and different forms of violence against women. He also explained the legal rights and different amendments brought by the government in the relevant laws which empower the women to fight against the violence.

Thereafter, the participants interacted in the general discussion with the Resource Persons on all the topics taken in the day as part of recapitulation.

On the second day Shri Dilip Mal, Pradhan, Gohaliara Gram Panchayat greeted the participants which was followed by two technical sessions, one was on "Child Marriage, Prostitution and Dowry" by Shri Chanchal Kumar Dey, Advocate, Kolkata High Court and the second one was on "Women and Constitution" by Shri Asish Das, Joint Coordinator, JFM, Ramakrishna Mission Lokasiksha Parishad, Narendrapur. In both the



sessions women participated actively by posing a number of questions, particularly on child marriage, dowry and the fundamental rights of women.

After lunch, Dr. Jayanta Ghosal took a session on "Right to Information" which was followed by a general discussion in which Smt. Rajashree Biswas and Shri Jagannath Ghosh enabled the participants to recapitulate all the important information given by the Resource Persons in the last two days.

The concluding session was chaired by Dr. Jayanta Ghosal and the concluding address was given by Shri Sudhir Chatterjee, Associate Secretary, Indian Adult Education Association and General Secretary, AICMED.

# GROWTH OF LITERACY IN INDIA : NSSO SURVEYS

As per 2001 census, literacy rate of the age group 7 and over population for the country in 2001 was 64.84 percent. Decadal growth rate of literacy which was around 8 percentage points during the earlier decades increased to over 12 percentage points during the decade 1991-2001. What has been the growth rate of literacy after the last census? Has it stabilised at over one percentage point per year, needs to be looked into. Tenth Five Year Plan laid a target of improving the literacy rate of the country to 75% by 2007. Did we succeed in achieving the target of the last five year plan in respect of the literacy rate of the country? What was the size of illiteracy, particularly the adult illiteracy, at the beginning of the Eleventh Five year Plan? An effort has been made to find answers to these questions in this paper.

National Sample Survey Organisation (NSSO) of the Ministry of Statistics and Programme Implementation conducts field surveys on regular basis of which one is on Consumer Expenditure and Employment and Unemployment data which is based on the sample of about 40,000 households. NSSO also takes a larger sample of about 1,20,000 households once in five years. After 2001 census, on the basis of larger sample size surveys, NSSO has provided data on education and literacy for the year 2004-05 and 2007-08 and worked out literacy rates for the country and the individual States and Union Territories. However, district-wise data has not been estimated based on these surveys.

Following table describes the literacy situation of the age-group 7 and over based on the surveys.

**Table 1: Comparative Literacy Rates (%) for age-group 7 and over for different years by sex**

Year	Source	Persons	Male	Female
2007-08	NSSO Round 64	71.7	80.5	62.3
2004-05	NSSO Round 61	67.3	77.0	57.0
2001	Census-2001	64.8	75.3	53.7
1999-2000	NSSO Round 55	62	73	51

The above table indicates that the overall literacy rate increased by about one percentage point per year during the five years from 1999-2000 to 2004-05 and slightly less than one percentage points per year during the three years from 2001 to 2004. The corresponding increase during the three years 2004-05 to 2007-08 was by around 1.4 percentage points. In case of female population, the increase in literacy rate was higher (1.7 percentage points per year) during 2004-07 as compared to a lower increase (1.2 percentage points) during the earlier period of the decade.

Number of literates in India according to 2001 census was about 560 million. As a result of increase in literacy rate from 64.8 % in 2001 to 71.7 % in 2007-08 the estimated number of literates/illiterates for 2007 is given in the following table:

**Table 2: Literacy Position of age group 7 and over population 2001 and 2007**

Year	Population (million)	Literates (million)	Illiterates (million)	Literacy Rate
2007	966	692	274	71.7
2001	865	561	304	64.8
Difference	+101	+131	-30	+6.9

Note: 1. Population for 2007 is based on population projections.

2. Number of literates and illiterates for 2007 has been out on the basis of literacy rate of NSSO Survey.

The above data indicates that the number of literates increased by 131 million as against an increase in population by 101 million thereby resulting in a decline of the number of illiterates by 30 million during 2001-2007. Increase in the number of literates during these six years has been on an average of 22 million per year as compared to an average increase of 20 million per year during 1991-2000. This shows that the rate of increase in the number of literates is higher than that of the rate of increase in the population of the corresponding age group and that increase in the number of literates per year is improving over the years.

NSSO data on literacy is also available for age group population of 15 years and over. The following table depicts the position as it emerges from these surveys and has been compared with the census data of 2001.

**Table-3 : Comparative Literacy Rates (%) for age group 15 and over population for different years**

Year	Source	Persons	Male	Female
2007-08	NSSO Round 64	66.0	76.7	54.9
2004-05	NSSO Round 61	61.7	73.5	49.7
2001	Census	61.0	73.3	47.8

It is observed that the literacy rate of age group 15 and over increased by 4.3 percentage points during the period between the two NSSO Rounds. This gives an annual average growth rate of about 1.4 percentage points which is better than the growth rate observed during the last decade when the adult literacy rate increased from 48.5 percent in 1991 to 61.0 percent in 2001 giving an annual average growth rate of about 1.2 percentage points. But the increase in adult literacy rate during 2001 to 2004 does not reflect any growth in the adult literacy rate during that period except for a marginal increase of 0.7 percentage points over a period of three years. In case of female population, the growth rate in adult literacy rate during the two NSSO Rounds was by about 1.7 percentage points per year as against the average increase of 1.4 percentage point per year during 1991-2001. Increase as observed from the above data during 2001-2004 in case of female literacy (0.6 percentage points per year) was also very low.

Estimated literacy situation in terms of number of literates and illiterates for the year 2007 (NSSO Survey) as compared to the position in the year 2001 (Census) is depicted in the following table:

**Table - 4: Literacy Position of age group 15 and over population 2001 and 2007**

Year	Population (million)	Literates (million)	Illiterates (million)	Literacy Rate
2007	773	510	263	66.0
2001	665	405	260	61.0
Difference	+108	+105	- 3	+5.0

Notes: 1. Population for 2007 is based on population projections.

2. Number of literate and illiterates for 2007 have been worked out on the basis of literacy rate of NSSO Round.

The above estimates indicate that the increase in the number of adult literates during the period 2001 to 2007 could hardly keep pace with the growth of population of that age group during the same period. As against the estimated increase of about 108 million in the population, the estimated increase in the number of literates was 105 million. During the decade 1991-2001, a trend of decrease in the number of illiterates of the age group 15 and over was observed as the number of illiterates during that period declined by over 10 million from about 271 million in 1991 to 260 million in 2001. Even that trend has not been maintained during the period after 2001. This indicates towards a lower achievement in the area of adult literacy during the period 2001-2007 as compared to that of the last decade of 1991-2001.

### State Level Analysis

State level adult literacy rates as estimated on the basis of last NSSO Survey (2007-08) have been compared with adult literacy rates available from last census to examine the growth of adult literacy in different States during that period. The following table indicates the progress:

**Table-5 : Comparative Adult Literacy Rates for age group 15 and over for 2007 and 2001 by different States**

State	Literacy Rate 2007	Literacy Rate 2001	Increase from 2001 to 2007	Average Annual Increase	Remarks
Andhra Pradesh	56.6	54.2	2.4	0.4	Low
Arunachal Pradesh	64.3	51.9	12.4	2.1	
Assam	80.5	61.2	19.3	3.2	Very high
Bihar	49.3	44.2	5.1	0.85	
Chhatisgarh	64.2	59.1	5.1	0.85	
Delhi	82.8	79.6	3.2	0.5	Low
Goa	80.1	79.9	0.2	-	Very low

Gujarat	69.9	65.3	4.6	0.8	
Haryana	68.2	62.4	5.8	1.0	
Himachal Pradesh	76.4	71.7	4.7	0.8	
Jammu&Kashmir	61.7	51.3	10.4	1.7	
Jharkhand	56.2	49.8	6.4	1.1	
Karnataka	65.8	61.6	4.2	0.7	
Kerala	92.8	89.9	2.9	0.5	Low
Madhya Pradesh	63.2	58.8	4.4	0.7	
Maharashtra	77.4	72.9	4.5	0.7	
Manipur	79.3	69.7	9.6	1.6	
Meghalaya	91.0	63.2	27.8	4.6	Very high
Mizoram	95.0	89.4	5.6	1.0	
Nagaland	90.4	65.1	25.3	4.2	Very high
Orissa	62.2	59.7	2.5	0.4	Low
Punjab	72.1	65.3	6.8	1.1	
Rajasthan	52.4	54.4	(-)2.0	-	Negative
Sikkim	79.7	66.0	13.7	2.3	
Tamil Nadu	76.4	69.8	6.6	1.1	
Tripura	74.5	70.4	4.1	0.7	
Uttrakhand	70.1	66.7	3.4	0.6	
Uttar Pradesh	57.4	51.1	6.3	1.05	
West Bengal	71.0	65.8	5.2	0.9	
A&N Islands	83.1	79.0	4.1	0.7	
Chandigarh	80.8	80.3	0.5	-	Very low
Dadra&Nagar Haveli	67.6	53.6	14.0	2.3	
Daman &Diu	91.5	75.5	16.0	2.3	
Lakshadweep Islands	89.9	85.4	4.4	0.7	
Puducherry	83.1	79.1	4.0	0.7	
<b>India</b>	<b>66.0</b>	<b>61.0</b>	<b>5.0</b>	<b>0.8</b>	

The state-wise comparison indicates that while some states like Assam, Meghalaya and Nagaland have shown very high growth in adult literacy during 2001 to 2007, some other states like Andhra Pradesh, Delhi, Kerala and Orissa have shown low growth. Goa and Chandigarh have shown very low progress. One state viz Rajasthan has shown that the adult literacy rate reported during 2001 census (54.43%) was higher than that reported by NSSO Survey for the year 2007-08. High growth in adult literacy rates in the North-Eastern states is not explained by any special adult literacy programmes taken-up in these states during the period under consideration. On the other hand reasons for negative literacy growth in case of Rajasthan where adult literacy programme was organised in each district of the state during that period needs to be explored further. Even while the main emphasis of the adult literacy programmes was on women literacy, female adult literacy rate of Rajasthan which was 35.6 percent in 2001 has been estimated at 35.2 on the basis of 2007-08 survey data and does not show any improvement over the 2001 level of the Census data. 2001 Census data of Rajasthan reported an increase of 21.86 percentage points in the overall literacy rate of 38.55 in 1991 to 60.41 in 2001.

Increase in literacy rate during the period 2001 (Census) to 2007-08 (NSSO Survey) for the age group population of 7 years and over works out to 1.15 percentage points per year which is less than that of the average annual increase of 1.26 percentage points during the decade 1991-2001. NSSO data also reveals that the Tenth Five Year Plan Target of achieving 75 percent literacy rate by 2007 was not achieved during the plan period. Based on the literacy rate of 71.7 percent in 2007, the number of illiterates was estimated to have declined by about 30 million during the period 2001 to 2007 (from 304 million to 274 million). Adult literacy rate during this period increased only by annual average increase of 0.8 percentage points from 61.0 percent in 2001 to 66.0 percent in 2007. When compared with the annual average growth rate of 1.2 percentage point during 1991 to 2001, the growth rate during 2001 to 2007 falls short of the expectations. In case of different states, growth rate in adult literacy has been very uneven. In some states it was very high and in some others it was very low. In case of Rajasthan, the level of literacy rate is found to be less than that was reported in 2001 census.

- Prem Chand  
Senior Consultant  
Technical Support Group of NLMA

## Happy Teachers' Day

September 5th is celebrated as Teachers' day as a mark of tribute to the contribution made by teachers to the society. A good teacher is like a candle - it consumes itself to light the way for others.



The day is also the birthday of Dr. S. Radhakrishnan, a well known scholar, philosopher, diplomat, President of India and above all a teacher.

On this occasion Indian Adult Education Association greets all the teachers.

## Asian Literacy Conference

Reading Association of Philippines in cooperation with the International Development in Asia Committee will hold Asian Literacy Conference 2010 on November 3-5, 2010 at Manila Hotel, Manila, Philippines. Literacy experts in Asia and International Reading Association will present papers on the topics Literacy in many Languages, Multi-cultural Literature, Technology and Literacy, Green Literacy and Re-tooling the Asian Teacher. The registration fee for the foreign participants is US \$ 175. However, for those who pay the registration fee in advance the amount will be US \$ 150 only.

Contact address: Dr. Merlene Alon (RAP Immediate Past President/Conference Chair). E-mail: [reading.phil@gmail.com](mailto:reading.phil@gmail.com) Website: [www.reading.org](http://www.reading.org)

# महिलाओं हेतु विधिक चेतना कार्यक्रम का आयोजन, उदयपुर

राष्ट्रीय महिला आयोग, नई दिल्ली द्वारा महिलाओं में विधि सम्बंधी सचेतना निर्माण हेतु देशभर में दस विधिक चेतना शिविरों को आयोजित करने का दायित्व भारतीय प्रौढ़ शिक्षा संघ, नई दिल्ली को प्रदान किया गया है। इस क्रम में जनशिक्षण एवं विस्तार कार्यक्रम निदेशालय, जनार्दनराय नागर राजस्थान विद्यापीठ (डीम्ड) विश्वविद्यालय उदयपुर के तत्वाधान में इसी जिले की गिरवा तहसील के बेदला गांव में दिनांक 12-13 अगस्त 2010 को महिलाओं के लिए दो दिवसीय विधिक चेतना कार्यक्रम का आयोजन किया गया। कार्यक्रम में गांव की लगभग 65 महिलाओं ने भाग लिया।

कार्यक्रम का मुख्य उद्देश्य था, महिलाओं में विधिक चेतना लाना तथा कानूनी साक्षरता के माध्यम से अपने अधिकारों के लिए उन्हें जागरूक बनाना। इस परिदृश्य में उन विषयों को सम्मिलित किया गया जो महिलाओं के दिन प्रतिदिन के जीवन में होने वाली हिंसा को रोकथाम करने में तथा जीवन की समस्याओं को दूर करने के लिए सहायक हो। कार्यक्रम में मुख्य रूप से महिला हिंसा एवं कानून, महिला अधिकार, महिला एवं पंचायती राज, सूचना का अधिकार, बाल विवाह तथा दहेज प्रथा जैसे महत्वपूर्ण विषयों को चर्चा के केन्द्र में रखा गया। कार्यक्रम में प्रशिक्षण की पद्धति संवाद की प्रक्रिया को प्रोत्साहित करने वाली रखी गई ताकि महिलाएं कानूनी जानकारी के संबंध में अपनी शंकाओं का निराकरण कर जीवन को हिंसा मुक्त बनाने के लिए आत्मविश्वास से कदम बढ़ा सके। कार्यक्रम के वक्ताओं ने इस बात पर खास ध्यान दिया कि कानून की क्लिष्ट भाषा काम में ना लेते हुए कानून की परिकल्पना व प्रावधानों को सउदाहरण समझाया जाए ताकि वक्तव्य व संवाद के माध्यम से महिलाओं की कानून से जो दूरी बनी हुई है उसे समाप्त करने प्रयास किया जा सके।

दो दिन का यह कार्यक्रम उद्घाटन एवं समापन सत्रों के अतिरिक्त कुल पांच सत्रों में विभाजित था। कार्यक्रम का उद्घाटन कुलमातुश्री विजया माँ महिला मंगल भारती केन्द्र, बेदला, उदयपुर के सभागार में हुआ। सत्र की अध्यक्षता श्री सुशील कुमार दशोरा द्वारा की गई। सत्र के मुख्य अतिथि एडवोकेट श्री पी.आर. व्यास थे और विशिष्ट अतिथि कुल प्रमुख श्री प्रफुल्ल नागर थे। संचालन सुश्री प्रज्ञा जोशी द्वारा किया गया।

कार्यक्रम में अपने विचार व्यक्त करते हुए मुख्य अतिथि एडवोकेट श्री पी. आर. व्यास ने कहा कि हमारे संविधान में महिलाओं के लिए कई कानूनी प्रावधान रखे गए हैं। समाज के विकास की गति के साथ तालमेल बनाये रखते हुए समय-समय पर संशोधन कर तथा नवीन अधिनियमों का निर्माण कर कानूनी रूप से महिलाओं की स्थिति मजबूत करने का प्रयास भी किया गया है। पर इन प्रयासों के बावजूद न्यायिक व्यवस्था अभी भी महिलाओं की पहुँच से बाहर है। अब आवश्यकता इस बात की है कि हम मिलकर कानूनी साक्षरता के माध्यम से इन कानूनी प्रावधानों तक सामान्य नागरिकों और खासकर औरतों की पहुँच बनाए।

जनशिक्षण एवं विस्तार कार्यक्रम निदेशालय के अध्यक्ष तथा कुल प्रमुख श्री प्रफुल्ल नागर ने इस अवसर पर कहा कि भारतीय संस्कृति में महिलाओं को कई अधिकार पहले से ही मिले हुए हैं। इन अधिकारों का उपयोग करने के लिए आम सहमति तथा सहयोग की भावना की आवश्यकता है। हमें परिवार





# जन शिक्षण संस्थानों का मूल्यांकन



को सुदृढ़ बनाने के लिए समाज में एक सकारात्मक सोच का विकास करने की आवश्यकता है। घर में आपसी विचार विमर्श कर ही हिंसा से छुटकारा पाने का रास्ता खोजना होगा।

जनशिक्षण एवं विस्तार कार्यक्रम के निदेशक श्री सुशील कुमार दशोरा ने अपने अध्यक्षीय उद्बोधन में कहा कि जनार्दनराय नागर राजस्थान विद्यापीठ में महिलाओं को आगे लाने का प्रयास आजादी के पूर्व ही शुरू कर दिया गया था। कुल मातुश्री विजया माँ ने सबसे पहले अपने घर से विद्रोह कर महिला शिक्षा का काम किया। हमें इस तरह के महापुरुषों से कुछ सीख लेनी चाहिए।

शिविर के दौरान संचालित पांचों सत्रों के विषय क्रमशः महिला एवं संविधान, कानून एवं घरेलू हिंसा, महिला विरोधी हिंसा निरोधक कानून, महिला एवं पंचायतीराज, सूचना के अधिकार थे। इन विषयों पर बोलने वाले मुख्य वक्ता क्रमशः एडवोकेट पी.आर. व्यास, चित्तरंजन नागदा, एडवोकेट प्रमोदनी बक्षी, डा. शंकर लाल शर्मा तथा डा. लालाराम जाट थे।

श्री सुशील कुमार दशोरा के समाधान भाषण के साथ ही कार्यक्रम का समापन हो गया।

प्रौढ़ शिक्षा निदेशालय ने दशकों से समूचे भारत में कार्य कर रहे जन शिक्षण संस्थानों के कार्यों एवं उपलब्धियों के मूल्यांकन कराने का निर्णय लिया है। मूल्यांकन का यह कार्य कई प्रतिष्ठित शोध संस्थानों को सौंपा गया है। जिसमें भारतीय प्रौढ़ शिक्षा संघ भी शामिल है। भारतीय प्रौढ़ शिक्षा संघ द्वारा 10 जन शिक्षण संस्थानों का मूल्यांकन किया जाना है। इनमें से 6 संस्थान राजस्थान में जयपुर, जोधपुर, कोटा, अजमेर, बीकानेर तथा धौलपुर में स्थित हैं एवं 4 उत्तर प्रदेश के बांदा, कानपुर, अम्बेडकर नगर और फर्रुखाबाद जिलों में हैं। मूल्यांकन का उद्देश्य जन शिक्षण संस्थानों द्वारा संचालित किये जा रहे व्यावसायिक पाठ्यक्रमों के प्रतिभागियों की तकनीकी एवं व्यावसायिक ज्ञान के प्रभाव एवं संचालित किए जा रहे पाठ्यक्रमों की गुणवत्ता का आंकलन करना है। इस मूल्यांकन का दूसरा उद्देश्य यह ज्ञात करना है कि जन शिक्षण संस्थानों के व्यावसायिक पाठ्यक्रमों से समाज के वंचित समुदाय एवं विशेषरूप से वे समूह जिनके

लिए यह कार्यक्रम संचालित किया जा रहा है कितने लाभान्वित हो रहे हैं। मूल्यांकन में जन शिक्षण संस्थानों के आर्थिक एवं प्रशासनिक पक्षों की भी विवेचना की जानी है। इस मूल्यांकन प्रक्रिया में समुदाय एवं संबंधित अन्य पक्षों की जन शिक्षण संस्थान के संबंध में विचारों का भी मूल्यांकन किया जायेगा। संस्थानों की सकारात्मक एवं नकारात्मक पक्षों का भी विश्लेषण होगा तथा संस्थान अपने कार्यक्रमों द्वारा जन शिक्षण संस्थान के लक्षित उद्देश्यों की किस सीमा तक पूर्ति कर पाये हैं यह भी विश्लेषण का विषय रहेगा।

मूल्यांकन के अंतर्गत जन शिक्षण संस्थानों के प्रबन्धन समिति, कार्यकारी समिति, कार्यक्रम सलाहकार समिति एवं क्रय-विक्रय समिति के सदस्यों का साक्षात्कार लिया जायेगा। संस्थान के अध्यक्ष, उपाध्यक्ष और विभिन्न समितियों के सदस्यों से विचार विमर्श किया जायेगा तथा वर्ष 2007 से 2010 तक के लाभार्थियों से व्यक्तिगतरूप से मिलकर जन शिक्षण संस्थान के कार्यक्रमों के कारण उनके जीवन में आए प्रभावों का भी आंकलन किया जायेगा। इस हेतु विगत तीन वर्षों के 50-50 लाभार्थियों की उपलब्धियों का विश्लेषण किया जाएगा। ये लाभार्थी उन पाठ्यक्रमों से चुने जायेंगे जो लम्बी अवधि के होंगे। लाभार्थियों का चयन सामाजिक-आर्थिक प्रतिमानों के आधार पर भी होगा।

भारतीय प्रौढ़ शिक्षा संघ ने प्रथम चरण में जयपुर, बांदा एवं कानपुर के जन शिक्षण संस्थानों का मूल्यांकन अगस्त मास में सम्पन्न कर लिया है। छः सदस्यीय मूल्यांकन दल द्वारा साक्षात्कार अनुसूची एवं प्रत्यक्ष विवेचन द्वारा आवश्यक सूचनाएं एवं आंकड़ों का संकलन किया गया है। वर्तमान में संकलित तथ्यों का विश्लेषण कर रिपोर्ट लिखने का कार्य किया जा रहा है।



## उत्तर प्रदेश में बुनियादी साक्षरता आधारित परीक्षा का आयोजन

भारत सरकार के आदेशानुसार राष्ट्रीय मुक्त विद्यालयी शिक्षा (एन.आई.ओ.एस) के निर्देशों पर राज्य संसाधन केन्द्र, लखनऊ द्वारा 15 वय वर्ष से अधिक के

नवसाक्षरों तथा स्कूल ड्रॉप आउटस के लिए 20 अगस्त 2010 को बुनियादी साक्षरता पर आधारित परीक्षा आयोजित की गयी। इस परीक्षा में प्रदेश के 44,486 परीक्षार्थी पंजीकृत हुए थे जिसमें से 43,298 परीक्षार्थियों ने परीक्षा दी। यह परीक्षा प्रदेश के 1,078 केन्द्रों पर आयोजित हुई। सभी केन्द्र परीक्षार्थियों की सुविधा को ध्यान में रखकर चुने गये थे। परीक्षा का समय 3 घंटा था। सभी परीक्षा केन्द्र प्रातः 10 बजे से सायं 5 बजे तक खुले थे। जिसमें प्रौढ़ परीक्षार्थी अपनी सुविधानुसार आ सकते थे। उपरोक्त परीक्षा के आयोजन में जन शिक्षण संस्थानों की भूमिका अहम रही। सभी जन शिक्षण संस्थानों ने कम से कम 500 से लेकर 1000 तक प्रतिभागियों की परीक्षा आयोजित की। इसके साथ ही जिला लोक शिक्षा समिति रायबरेली, गाजीपुर, झांसी, बलिया, कुशीनगर, बरेली, बिजनौर तथा कन्नौज आदि का सहयोग भी सराहनीय रहा।

इन परीक्षाओं को आयोजित करने में नवगठित राज्य संसाधन केन्द्र, झांसी की भी अहम भूमिका रही। केन्द्र के तत्कालीन कार्यकारी निदेशक डा. आर.पी. पाठक ने परीक्षाओं के सुगमतापूर्वक आयोजन हेतु आवश्यक क्षेत्रों का दौरा किया।

## डा. राणावत का अभिनंदन



प्रसिद्ध इतिहासकार और नटनागर शोध संस्थान, सीतामऊ के उपनिदेशक व सविच, डा. मनोहरसिंह राणावत भारतीय प्रौढ़ शिक्षा संघ के कोषाध्यक्ष एवं आजीवन सदस्य हैं। डा. राणावत विगत चालीस वर्षों से इतिहास और संस्कृति के क्षेत्र में अनवरत कार्य कर रहे हैं। डा. राणावत की श्रेष्ठ उपलब्धियों को ध्यान में रखते हुए भारत के इतिहासकारों ने देशभर के विभिन्न दुर्गों पर मौलिक शोध पत्र लिखकर उनके अभिनन्दन हेतु समर्पित किए हैं। इन आलेखों को 'फोर्ट्स ऑफ इण्डिया' नाम से इतिहासकार डा. मनोहरसिंह राणावत अभिनन्दन ग्रंथ के रूप में प्रकाशित किया गया है, जिसका विमोचन मध्य प्रदेश के मुख्यमंत्री माननीय शिवराजसिंह चौहान द्वारा मुख्यमंत्री निवास, भोपाल में दिनांक 8 सितम्बर 2010 को किया गया।

# कम्प्यूटर आधारित कार्यात्मक साक्षरता हेतु लखनऊ में आवासीय शिविर



राज्य संसाधन केन्द्र, लखनऊ, उत्तर प्रदेश द्वारा भारत सरकार के निर्देशानुसार टाटा कन्सलटेंसी सर्विसेज के सहयोग से एक माह व्यापी (30 जुलाई से 28 अगस्त, 2010) कम्प्यूटर आधारित कार्यात्मक साक्षरता-आवासीय शिविर का आयोजन किया गया। इस शिविर में साक्षर भारत कार्यक्रम के प्रथम चरण के अन्तर्गत उत्तर प्रदेश से चयनित 26 जनपदों के जिला लोक शिक्षा समितियों से आए कुल 106 असाक्षर, अर्द्ध-साक्षर तथा स्कूली शिक्षा के ड्राप आउट्स महिला प्रतिभागियों ने भाग लिया।

शिविर आयोजन के पूर्व प्रस्तुति हेतु 27 से 29 जुलाई 2010 की अवधि में टाटा कन्सलटेंसी सर्विसेज द्वारा राज्य संसाधन केन्द्र के परिसर में एक तीन दिवसीय प्रशिक्षण कार्यक्रम आयोजित किया गया। इस प्रशिक्षण में उक्त कार्यक्रम के लिए चयनित 9 अनुदेशकों, 2 विभागीय कम्प्यूटर विशेषज्ञों, 3 सह-कार्यक्रम समन्वयकों (शिविर प्रभारी) तथा एक कार्यक्रम समन्वयक को कम्प्यूटर आधारित कार्यात्मक साक्षरता में प्रशिक्षित किया गया। इस पूरे कार्यक्रम में टाटा कन्सलटेंसी के सलाहकार प्रोफेसर केशव विट्ठल नूरी, मेजर जनरल वी.जी. सिक्ली एवं उनकी टीम का भरपूर सहयोग एवं मार्गदर्शन प्राप्त हुआ।

कम्प्यूटर आधारित साक्षरता कार्यक्रम के साथ-साथ महिलाओं ने स्क्रीन

प्रिंटिंग, ब्यूटीशियन कोर्स का भी प्रशिक्षण प्राप्त किया। प्रतिभागियों ने प्रतिदिन प्रातः आयोजित प्रार्थना सभा तथा सांध्य सांस्कृतिक कार्यक्रमों में भी भाग लिया।

भारत सरकार के निर्देशानुसार उक्त कार्यक्रम में शामिल प्रतिभागियों का मूल्यांकन 26-27 अगस्त, 2010 की अवधि में साक्षरता एवं वैकल्पिक शिक्षा, उ.प्र. लखनऊ के विशेषज्ञों की देखरेख में सम्पन्न किया गया, जिसमें 91 महिलाओं को 80 प्रतिशत से अधिक अंक पाने एक को 70 से 80 प्रतिशत के बीच अंक तथा अन्य एक को 60 प्रतिशत से कम प्राप्त हुए।

इस कार्यक्रम को सफल बनाने में न्यायमूर्ति एस.सी. वर्मा (भूतपूर्व लोकायुक्त, उ.प्र.) अध्यक्ष, इंडिया लिटरेसी बोर्ड एवं श्री राकेश कुमार मित्तल (आई.ए.एस.) सदस्य, कमेटी आफ फाइव एवं प्रभारी निदेशक, राज्य संसाधन केन्द्र, उ.प्र. का कुशल नेतृत्व एवं मार्गदर्शन प्राप्त होता रहा।

प्रतिभागियों के लिए आवास-भोजन, व्यावसायिक प्रशिक्षण एवं कम्प्यूटर आदि की व्यवस्था इंडिया लिटरेसी बोर्ड तथा जन शिक्षण संस्थान, लखनऊ द्वारा की गई। इस पूरे कार्यक्रम में राज्य संसाधन केन्द्र, लखनऊ, जन शिक्षण संस्थान, लखनऊ एवं इंडिया लिटरेसी बोर्ड के समस्त अधिकारियों एवं कार्यकर्ताओं का भरपूर सहयोग प्राप्त हुआ।

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

**Tel: 011-23379306, 23378206, 23379282**

**E-mail: iaea\_india@yahoo.com**

**Editor: Dr. Madan Singh**

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## INDIAN ADULT EDUCATION ASSOCIATION

### भारतीय परंपरा का अंग है अनौपचारिक शिक्षा

— प्रो. बी. एस. गर्ग



गत 7 अगस्त 2010 को भारतीय प्रौढ़ शिक्षा संघ, नई दिल्ली के संरक्षक एवं राजस्थान विद्यापीठ के कुलाधिपति श्री. बी. एस. गर्ग ने संस्थान के नई दिल्ली स्थित मुख्यालय में नित्य होने वाली प्रार्थना सभा में भाग लिया। इस अवसर पर उन्होंने संस्थान के कार्यकर्ताओं का मार्गदर्शन भी किया। प्रार्थना के उपरान्त श्री गर्ग का सभी की ओर से स्वागत करते हुए संस्थान के महासचिव डा. मदन सिंह ने कहा कि श्री गर्ग युवावस्था में अपनी कर्मभूमि में किए गये मौलिक सेवा कार्यों के कारण आज भी प्रशंसा सहित याद किए जाते हैं। उन्होंने संरक्षक महोदय से आग्रह किया कि वे अपने विशद अनुभवों एवं प्रौढ़ शिक्षा संघ के कार्यकर्ताओं से मौजूदा दौर में उभरे सामाजिक एवं अकादमिक अपेक्षाओं का पालन करें। तदुपरांत संरक्षक महोदय ने कहा कि पहली पंचवर्षीय योजना में सामाजिक शिक्षा से जिस भूमिका की देश को अपेक्षा थी उसी भूमिका निर्वहन की अपेक्षा आज उसे प्रौढ़ एवं आजीवन शिक्षा में है। उन्होंने कहा कि स्थान, काल एवं परिस्थिति के अनुरूप नामकरण में भले ही परिवर्तन होता रहा है बावजूद इसके तब के सामाजिक शिक्षा से आज के साक्षर भारत कार्यक्रम तक, सभी से अपेक्षा है कि वे अनौपचारिक शिक्षा के माध्यम से देश में

उपस्थित विशाल असाक्षर आबादी की जरूरतों को पूरा करें। उन्होंने कहा कि अनौपचारिक शिक्षा प्राचीन भारतीय परम्परा का अभिन्न अंग रहा है जिसे विविध त्योंहारों एवं संस्कारों के माध्यम से प्रदान किया जाता रहा है।

संस्थान एवं उसके कार्यकर्ताओं द्वारा किए जा रहे अकादमिक एवं प्रशिक्षण गतिविधियों की प्रशंसा करते हुए श्री गर्ग ने कहा कि प्रौढ़ शिक्षा, आई.ए.इ.ए. न्यूजलेटर तथा इंडियन जरनल ऑफ एडल्ट एजुकेशन आदि प्रकाशन अत्यन्त ही बेहतर ढंग से प्रकाशित हो रहे हैं। पर इनसे एवं सम्पूर्ण संस्थान से समाज की अन्य अपेक्षाएं भी हैं। श्री गर्ग ने कहा कि राजस्थान विद्यापीठ भारतीय प्रौढ़ शिक्षा संघ के साथ कदम से कदम मिला कर कार्य करने का आग्रह है। विद्यापीठ की अपेक्षा है कि संस्थान ऐसे प्रशिक्षण मैनुअल तैयार करे जिसे विद्यापीठ सहित देश के अन्य संस्थान भी सामाजिक उत्थान के कार्य हेतु मोड्यूल के रूप में प्रयोग कर सकें। उन्होंने इस हेतु प्रौढ़ शिक्षा के एक विशेषांक को प्रकाशित करने का आग्रह भी रखा। प्रार्थना सभा में संस्थान के कार्यकर्ताओं के साथ अध्यक्ष श्री कैलाश चौधरी, कोषाध्यक्ष श्री एम.एस. राणावत एवं सलाहकार श्री एस.सी.दुआ ने भी भाग लिया।

### Important Announcements

#### All India Adult Education conference postponed

The 59th All India Adult Education Conference scheduled to be held from December 23-26, 2010 at Tapovan Sanskarpith, Sughad, Gandhinagar, Gujarat stands postponed on the request of Gujarat State Branch of IAEA due to the health condition of Shri. Ishwarbhai Patel, President, Environment and Sanitation Institute, Sughad, the collaborating agency for the conference and also due to the illness of Dr. Mafatlal Patel, President, Gujarat State Branch of IAEA, the host institution. Revised dates and place will be announced in due course.

Sd/-  
(Dr. Madan Singh)  
General Secretary

#### No change in Election to Council, Office Bearers and Executive Committee

The election already announced for the Council of Indian Adult Education Association from individual and institutional members, the officer bearers and the members of the Executive Committee stands as per schedule already announced.

All the eligible voters to elect council members may reach Tapovan Sanskarpith, Amiyapur P.O, Sughad, Gandhinagar, Gujarat on December 24, 2010 at 4 p.m.

The General Body meeting will be held on 24.12.2010 at 4 p.m. All the members may participate in the same. No TA/DA is admissible for attending the General Body meeting.

Those who wish to withdraw their candidature may do so in writing by sending their request to the Returning Officer in Delhi upto 20.12.2010 or on 23.12.2010 up to 3 p.m. in the camp office at Tapovan Sanskarpith, Amiyapur P.O, Sughad, Gandhinagar, Gujarat.

Sd/-  
(Dr. V. Mohankumar)  
Returning Officer

## Plagiarism of NLM Publication

I had an opportunity to go through the book **Adult Education in India: Historical Perspective** compiled and edited by KV Singh and published by Vista International Publishing House, New Delhi. I found the author copied the verbatim the Part-One of the book **An Encyclopedia of Indian Adult Education** written by me and published by National Literacy Mission, Directorate of Adult Education, Ministry of Human Resource Development, Govt. of India. The only thing the author did is increasing the number of chapters in his book by dividing the text of the Chapter - One of the original book.

While the book written by me was published in 1999 and circulated to all individuals and institutions free of cost by the National Literacy Mission, Directorate of Adult Education, the

book titled **Adult Education in India: Historical Perspective** was published in 2007 and is commercially being sold in the market by the publisher and the copyright seems to be with the author KV Singh. The book also has taken ISBN number (81-89652-95-8) which again is illegal.

Eventhough, the print line of the Encyclopedia published by National Literacy Mission, Directorate of Adult Education clearly states that '**Any part of this publication may be reproduced with proper acknowledgement**', neither the author nor the publisher of the book "Adult Education in India : Historical Perspective" have not acknowledged the original contribution of mine. The book also does not give the information regarding sources from where the material to write this book has been taken. Unfortunately, the

author of the book "Adult Education in India: Historical Perspective" has designated himself as a Compiler and Editor.

It is my desired opinion that the compiler is required to acknowledge the original author, i.e Dr. SY Shah and not by doing so he has done an unlawful act i.e. violation of Copyrights Act. Since the document is word by word a copy, KV Singh has no authority to have a copyright of the document in his name.

The Editor of IAEA Newsletter may publish this matter in the next issue of the newsletter so that the truth is known to all.

Dr. S. Y. Shah  
Professor, Group of Adult  
Education,  
School of Social Sciences,  
Jawaharlal Nehru University,  
New Delhi (Author of the Book)

## Indian Journal of Adult Education - Special issue

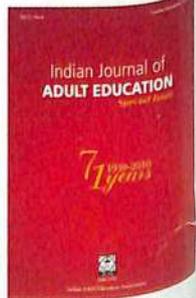
Indian Adult Education Association brings out regularly the Indian Journal of Adult Education in the last 71 years. The journal is presently quarterly and is a classified one in the field of adult education. It is popular among the adult educationists and academicians. Keeping in view of its academic standard and popularity, a few well wishers like Dr. H. S. Bhola, Professor Emeritus, Indiana University, USA and Life member of IAEA desired a special issue of the journal be brought out in the year 2010 containing invited articles from well known educationists.

Hence, Vol. 71, No. 4 for the quarter October-December 2010 is brought out as a special issue with the following articles:

- "Designing and Delivering Adult Education: within the Quadrangle of Commitment, Capacity, Character and Communication" / **Dr. H.S. Bhola**, Professor Emeritus, Indiana University, USA
- Commonalities and Differences between NLM - TLC mode and NLM - Saakshar Bharat mode / **Dr. L. Mishra**, Former Senior Advisor, ILO, New Delhi
- "Non-formal Education and Poverty Alleviation Examine Asian Experiences" / **Dr. R. Govinda**, Vice Chancellor, National University of Educational Planning and Administration (NUEPA), New Delhi
- "Decentralizing Partnerships for Literacy and Adult Education: The Indian Experience" / **Dr. Denzil Saldanha**,

Professor, Tata Institute of Social Sciences, Mumbai

- "ICT in Literacy Education" / **Prof. C. J. Daswani**, Former Consultant, Unesco, New Delhi
- "Teaching and Training in Adult and Lifelong Learning in India: Need for professionalisation" / **Prof. S.Y. Shah**, Jawaharlal Nehru University, New Delhi.
- "My Learning Experiences in Material Development" / **Dr. Varsha Das**, Former Director, National Gandhi Museum, New Delhi
- "Use of ICTs in Literacy" / **Dr. Anita Dighe**, Guest Faculty, Doon University, Dehradun
- "Monitoring and Evaluation in Adult Education: Exploring scope of the Most Significant Change (MSC) Technique" / **Dr. Mridula Seth**, Visiting faculty, Lady Irwin College, New Delhi
- "Developing a 'Model Window' for the Cross-cultural Transfer of a 'Learning Experience' through the Open Distance Learning system" / **Dr. M. Chandrasekharan Nair**, Indira Gandhi National Open University, New Delhi
- "Embedding Key-Competences in Adult Trainers Teaching Practices - Appropriate Path to Further Specialization and Professionalization" / **Dr. Mihai Predescu** and **Dr. Ioana Darjan**, West University of Timisoara, Romania.



# Jan Shikshan Sansthan, Shimoga Adult Learners' Week & Decennial function



(From L to R) S. Y. Aruna Devi, B. Y. Vijayendra, D. H. Shankar Murthy, B. S. Yedyurappa, Eshwarappa, B. Y. Raghavendra, S. Rudregowda

The Jan Shikshan Sansthan, Shimoga was started in the year 2000 and on the occasion of completing ten successful years, the Sansthan celebrated adult learners' week and decennial function by organising a number of programmes in which MLAs, Panchayat leaders and local NGOs participated. A Saaksharta March was taken to highlight the importance of

literacy which was flagged off by Smt. B. B. Cauvery, Director of Mass Education, Govt. of Karnataka.

The JSS organised district level competitions for slogan writing, literacy songs, posters, essay on the theme of "Literacy for Women Empowerment" and "Literacy through Vocational Education". Selected best three entries for each of the category got prizes. The prizes were distributed by Shri Ayanur Manjunath, Member of Parliament (Rajya Sabha).

The JSS also organised the successful beneficiaries meet to share their experiences to both ex and present beneficiaries of the sansthan which gave a lot of confidence to them to pursue self-employment.

The main function was organised at Suvarna Samskruthika Bhavan, Shimoga on September 29, 2010 in which Shri B. S. Yedyurappa, Hon'ble Chief Minister of Karnataka was the Chief Guest. Shri D. H. Shankar Murthy, Chairman, Legislative Council was also present.

In the cultural programmes organised on this occasion, the neo-literates performed Dollu Dance, Yakshagana and Vocal Music.

## I am an Illiterate, so What? - Mumtaz

Mumtaz is a popular vocational training Instructor for Cutting Tailoring, Bag Making and Zardozi courses in the village Tinwari, Oshiyani Block, Jodhpur district. She is 55 years old but in person she looks very old with pencil thin body and broken teeth. She was married to Abdul Rehman, a Tie and Dye worker at the age of 8 and she vaguely remembers that day as she was only an innocent playful girl. She is the mother of 8 children - 6 girls and 2 boys. But she says that she has only 2 children, the boys, as 6 girls are 'Paraya Dhan' and have gone as daughter-in-laws to other houses.

Mumtaz is totally illiterate and have not gone to school at all. But she has the working knowledge of measurements as she is a tailor by compulsion to have additional income to support the family. She can even write the numbers. She learnt tailoring from an old tailor in the market out of her own interest. The sewing machine she purchased for Rs. 240/- about 35 years ago is still in good condition and Mumtaz sits on it to stitch cloths even today.

When asked how she came to Jan Shikshan Sansthan as an Instructor, she fondly



remembered Smt. Sushila, an vocational training Instructor earlier working in the same village. Infact, Mumtaz is associated with JSS, Jodhpur from the year 2001 and today she is taking classes for 40 students in 2 batches. Due to experience,

she is now able to identify the names of the students coming to her class and even marks attendance for them. However, till date she depends on others to write the names of the students in the attendance register.

When asked about her interest in reading, writing she told that she gives training to hundreds of

beneficiaries year after year but no one has taken efforts to teach her the basic alphabets. Even though it is a grudge for long in a corner of her heart, it has never spoiled the enthusiasm of Mumtaz being a successful vocational training Instructor. She is loved and respected by all her students and a role model for

many. She says skill on hand is more important to earn money than learning alphabets which one can acquire by informal method at any time.

Mumtaz said that she is an illiterate according to the norms set, so what? Am I not a successful Instructor?

## Conference on Vocational Education and Training

The South Indian Regional Committee of All India Council for Mass Education and Development has organised the third South Zone Conference on September 17-18, 2010 at L&T Campus, Chennai in collaboration with LARSEN & TOUBRO Ltd., ECC Division, Chennai, Department of Adult and Continuing Education, University of Madras and State Resource Centre for Adult Education. The topic of the conference was **Vocational Education & Training: Challenges & Opportunities**. Around 60 delegates from government, non-government, corporate sector and universities participated.

The conference was inaugurated by Prof. V. Vijaya Kumar, Vice Chancellor, Tamil Nadu Dr. Ambedkar Law University, Chennai. In his speech, Prof. Kumar highlighted the need for skill development training in view of globalisation and vast expansion of industrial sector all over the country and various challenges to be tackled for furtherance of the same.

Shri K.P. Raghavan, Vice-President, L&T, Chennai in his address stressed the need for Vocational Training and appraised the activities conducted by Construction Skills Training Institute of L & T, which is

imparting basic training in the trades like Form work carpentry, Bar Bending and Steel fixing, Masonry (Brick work and Block work), Plumbing and Sanitary Work, Electrical, Welding etc.

Prof. K. Parthasarathy, Director, Institute of Entrepreneurial and Career Development, Bharathidasan University, Thiruchirapalli delivered the keynote address.

Dr. Jayanta Kumar Ghosal, Assistant Editor, Journal of Adult Education & Development, who represented the All India Council for Mass Education & Development, Kolkata read out the message from the headquarters.

Prof. T. Kumaraswamy, Dept. of Adult and Continuing Education, S.V. University, Tirupati read out the messages received from Smt. D. Purandeswari, Hon'ble Union Minister of State for Human Resource Development and Shri P. Ramachandra Reddy, Hon'ble Minister for Forest, Environment, Science & Technology, Govt. of Andhra Pradesh.

Shri D. Ramakrishna, President, South India Regional Committee presided over the function. Prof. M.C. Reddeppa Reddy, Regional Secretary introduced the theme of the conference.

In the technical sessions around 35 papers were presented

on the topics -Need, Importance and Role of Vocational Educational in Training, Programmes/ Schemes and Institutions in Promotion of Vocational Education and Training, Vocational Education Training: Priority Groups, Vocational Educational and Training: Problems & Issues and Globalisation, Innovations & Practices in Vocational Education and Training.

The participants visited Construction Skills Training Institute and Museum, where the historical evolution of L&T and its various activities are exhibited.

As part of the South Zone Conference, the Excellency Awards to eminent personalities for their contribution to social development through their fields of service were presented. The awards include Gold medal, certificate, citation and shawl. The award winners were:

- Shri P. Ramachandra Reddy, Minister for Forest & Environment, Science & Technology, Govt. of Andhra Pradesh (Sri Tanguturi Prakasam Panthulu Award for Excellency in Public Life)
- Shri R. Karikal Valavan, I.A.S., Commissioner of Distilleries & Beverages, Govt. of A.P (Sri Gadicherla Hari Sarvottama Rao Award for Excellency in

Administration)

- Prof. K. Parthasarathy, Dept. of Adult and Continuing Education, Bharathidasan University, Tiruchirapalli, Tamilnadu (Sir C.R. Reddy Award for Excellency in Academics)
- Shri. M. Naranaswamy, Executive Director, TRESS, Bangarpet, Karnataka (Dr. (Smt) Durgabai Deshmukh Award for Excellency in

Voluntary Sector)

- Shri. G.K. Rajasekar, Adivasi Activit, Barugur, Tamil Nadu (Sri Mahatma Jyotiba Phule Award for Excellency in Social Service)
  - Larsen & Toubro Limited (L & T) Chennai (Award for Excellency in Corporate Social Responsibility).
- The awards were presented by Shri Dr. P. Ramachandra Reddy, Hon'ble Minister for Forest,

Environment, Science & Technology, Govt. of Andhra Pradesh, Justice G.M. Akbar Ali, Judge, High Court of Judicature at Madras and Shri S. Natarajan, Head, Construction Skills Training Institute of L&T.

The valedictory address was delivered by Dr. G. Thiruvassagam, Vice-Chancellor, University of Madras.

## Who will help Rehana?

I started working for literacy and continuing education around 25 years ago. I come from an affluent family. My parents ensured that I must get quality education. They never discriminated between me and my brother as far as education was concerned. So in the beginning when I started working for literacy, I did not look far beyond the immediate causes of illiteracy. As I saw it, people were illiterate as they are poor, don't understand the importance of literacy and education in life, schools are far off or there is lack of good teachers and facilities, etc.

But little by little, while working with the people in different parts of the country including tribal areas of Nagaland, Manipur, Kashmir, remote areas of Bihar, Chhattisgarh, Utrakhland, slums of Delhi, I became aware of many things. I came to know that they very well know the importance of literacy, girls want to study and are keen to be educated. I met young adolescent boys in Tihar Jail of Delhi in one of the training programmes, some of whom wept profusely when we completed their training. I found most of them were in jail due to illiteracy and ignorance. Their relatives and friends forced them to commit the crime. I was moved when an eight year old boy of Choroni Basti (Thieves' Village) of Delhi told me that he wants to become a doctor. I became aware that people are non-literate, not only due to immediate physical causes but also due to underlying social and political reasons as well. Their illiteracy is the direct or indirect result of the effect and treatment rendered by others.

I can not forget Rehana, a Muslim girl in a village in the district Kishanganj, Bihar. She was a young beautiful girl, nearly 16 years old, with big brown eyes. I observed that every day she used to come, peep in the centre and go back. While looking at others her eyes brighten up. But she never joined the classes. On

inquiry I found out that she used to go to Madarsa where she was learning Hindi, Urdu, arithmetic along with Quran. Her family was poor....very poor.....Her father was landless labourer. He had to borrow money from the Mahajan (Money lender) to buy grains for daily use. The Mahajan used to charge high interest rate. To take loan from the bank was beyond his capacity. Although banks give loan at low interest rate, they ask security for the same. As Rehana's father was so poor that no one in the village was ready to stand security for him.

Rehana's father worked hard in the fields, but was not able to earn enough to even pay back the interest. So every year he had to borrow money to feed the family. But the money lender never relaxed the rate of interest for him. He happily gave him fresh loan by adding the old one to it. Slowly his economic condition deteriorated and eventually, he had to sell his animals and all other belongings to survive. Due to poverty the family was not even getting enough nutritious food. As usual the main sufferer was the mother. She became malnourished and ill as she used to feed the family first. Now, as Rehana was the eldest, she had to drop out of Madarsa. Rehana's father was also suffering from Tuberculosis due to hard work, poor diet, worries and unhealthy environment. He was losing his health fast. May be within a few years his son would also drop out of school to take up the family responsibilities.

Rehana is not alone. There are thousands of girls and boys who have either not joined the school at all or joined and then dropped out. They are burdened with big responsibilities at a very tender age. When other children play and study, they are either sent out to bring, much needed, extra money or baby sit their younger siblings and do house hold chores while their parents go out for work. They have lost hope and

natural, spontaneous demand for literacy does not exist in their life. Perhaps no one is to be blamed for their condition....or perhaps we all are...all of us, at least who are educated and living better life. So what is our responsibility towards them?

We may support them by taking many creative steps. They have to be encouraged to start or continue their education. They should be emotionally supported not to drop out. To improve their economic condition they may need to learn some new skills or improve their existing skills. They may need a place to share their problems and relax. Adolescent boys and girls may be keen to appear for exams and get certificate etc.

For such people Saakshar Bharat Mission has been launched by the Prime Minister of India on September 8, 2009. It aims to further promote and strengthen Adult education, especially for women, by extending educational options to those who have lost the opportunity of access to formal education and crossed the standard age for receiving such education, now feel a need for learning of any type, including literacy, basic education (equivalent to formal education), vocational education (skill development), physical and emotional development, practical art, applied science, sports and recreation.

The principal target of the mission is to impart functional literacy to 70 million adults in the age group of 15 years and above. Mission primarily focuses on women, Scheduled Castes (SCs), Scheduled Tribes (STs), Minorities, other disadvantaged groups and adolescents in rural areas in the states where literacy rate is lower than national average.

The programme entails identification of non-literates through a survey, area wise mapping of their learning

needs and imparting them Instructor based teaching of about 300 hours spread over three months or beyond depending on motivation of the learners and local conditions. Successful completion of 300 hours of instructional learning would enable the learners to read and comprehend unknown text (newspaper headings, road signs etc.), apply skills of writing in day-to-day activities like writing letters and applications, filling up forms etc. and compute simple problems involving multiplication and division. A certificate will be issued to successful learners on a professional evaluation of learning outcome. This will open up opportunities for further education through open learning systems.

We may support the Mission by helping the adolescents and young women like Rehana to become literate, educated and economically better off. By becoming Volunteer Teacher and teach non-literates or motivate and encourage them to join literacy centres and become literate or provide space to start an adult education centres or monitor the centres near our houses or help them learn some skills like sewing, beauty culture, electrician, mobile repair etc. or write and publish their success stories in newspapers or help during survey to identify girls and women like Rehana and their learning needs, occasionally visit the centre and encourage and entertain them or provide books and magazines for their library, provide other facilities like material and equipment for skill training, musical instruments for entertainment etc. etc. Perhaps such activities on our part will brighten the life of some girls like Rehana.

**Nishat Farooq**

## External Evaluation of Jan Shikshan Sansthan, Bikaner, Jodhpur and Kota

Indian Adult Education Association conducted external evaluation of Jan Shikshan Sansthan, Bikaner from September 20-22, 2010, Jodhpur from September 23-26, 2010 and Kota from October 4-6, 2010 to assess the quality of the programmes organised and the impact of the programmes on the beneficiaries. The assessment was done for three years, i.e 2007-08 to 2009-10.

The evaluation team consisted of adult educators, vocational education expert, research analyst and financial expert. As the number of samples to be studied has been fixed by DAE (@ 50

beneficiaries per year and total of 150), selection was done by stratified random sampling fairly covering rural, urban, blocks, males, females, SC, ST, OBC, Muslim Minority and others. Data was also collected by interviewing





Chairman, Members of the Board of Management, PRI Members, Representatives of the Collaborating Agencies, Director and Staff. Secondary data was taken from the reports, records, registers and accounts books.



The evaluation team also visited a few ongoing vocational centres to personally see the training facilities available and met successful ex-beneficiaries who are engaged in self and wage employment.

## International Literacy Day Celebration and Adult Learners' Week in Jan Shikshan Sansthan



### Sirsa (Haryana)

The Jan Shikshan Sansthan, Sirsa observed Adult Learners' Week in all the blocks of the district from September 9-14, 2010 to spread the message of importance of literacy to the maximum number of people. The activities organised included Saaksharta Prabhat Pheri, Rallies and human chains, competitions involving present and ex-beneficiaries, PRI members and others. Awards were given to the best three in each category.

Shri. Parveen Bagle, Chairperson, JSS inaugurated the Saaksharta festival.

### Hoshangabad (Madhya Pradesh)

The Jan Shikshan Sansthan, Hoshangabad observed Adult Learners' Week from September



9-14, 2010 by organising different competitions like oratorical, literacy song, poster, literacy slogan and essay for the beneficiaries and ex-beneficiaries of JSS in which students and general public participated in good number. A

separate meeting for the female beneficiaries of Muslim minority was also organised in which the importance of being literate and the need for skill training for economic empowerment was discussed.

The concluding session of the Adult Learners' Week was held on September 14, 2010 which was addressed by Shri Intiaz Khan, Programme Coordinator, State Resource Centre, Bhopal.

### Jagatsinghpur (Orissa)

The Jan Shikshan Sansthan, Jagatsinghpur celebrated International Literacy Day on



September 8, 2010 in which the Chief Guest was Shri Narayan Chandra Jena, Collector-cum-District Magistrate. After hoisting the literacy flag, the Collector addressed the gathering. He said that it is the primary responsibility of every citizen to spread the message of literacy, particularly women literacy, so that the effort of the government to achieve the desired level of literacy in the country is achieved.

Prizes were distributed to the winners of different competitions and certificates to the successful trainees of the vocational course Hospital and Nursing Home Helpers.

### गाजियाबाद (उत्तर प्रदेश)

देश के अन्य जन शिक्षण संस्थानों की भांति गाजियाबाद जन शिक्षण संस्थान ने भी 8 सितंबर से 14 सितंबर तक की अवधि को साक्षरता सप्ताह के रूप में मनाया। इस दौरान साक्षरता रैली, विविध प्रकार की प्रतियोगिताओं, नुक्कड़ नाटकों तथा प्रदर्शनी का आयोजन किया गया। साक्षरता सप्ताह की शुरुआत पर 8 सितंबर अन्तर्राष्ट्रीय साक्षरता दिवस के दिन गाजियाबाद जिले के 8 ब्लकों क्रमशः रजापुर, धौलाना, लोनी, भोजपुर, हापुड़, मुरादनगर, गढ़मुक्तेश्वर तथा

सिम्भावली में अलग-अलग प्रभातफेरी निकाली गयी। इसी दिन साक्षरता रैली का भी आयोजन किया गया जिसमें उपरोक्त 8 ब्लकों में संचालित प्रशिक्षण केन्द्रों के लाभार्थियों ने भाग लिया। रैली का



शुभारंभ जिला साक्षरता समिति के सचिव व जिला बेसिक शिक्षा अधिकारी श्री निवास के द्वारा किया गया। 11 सितंबर को फेबरिक पेंटिंग के प्रशिक्षणार्थियों द्वारा बनाई गई सामग्रियों की प्रदर्शनी भी लगाई गयी। साक्षरता संबंधित जागरूकता के विस्तार हेतु जिले के 8 ब्लकों में अलग-अलग स्थानों पर नुक्कड़ नाटकों का आयोजन किया गया तथा पोस्टर, स्लोगन एवं कविता प्रतियोगिताएं भी आयोजित की गईं।

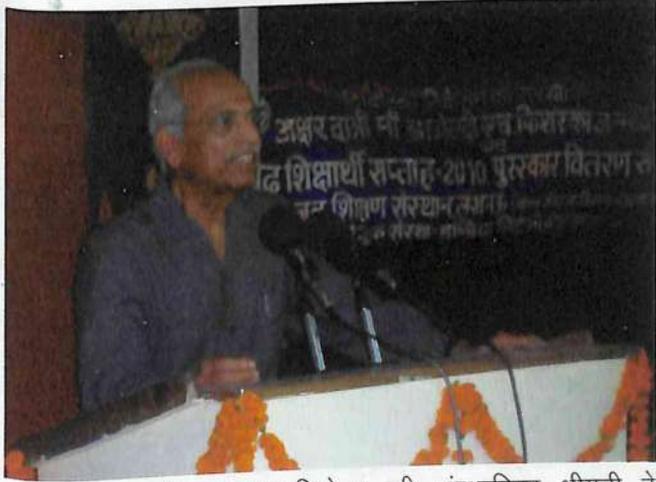
### बागेश्वर (उत्तराखण्ड)

जन शिक्षण संस्थान, बागेश्वर द्वारा 8 से 14 सितम्बर, 2010 तक जिले के विभिन्न क्षेत्रों में अन्तर्राष्ट्रीय साक्षरता सप्ताह समारोह बड़े धूम-धाम से मनाया गया। इस दौरान अलग-अलग स्थानों पर विविध प्रतियोगिताओं तथा अन्य कार्यक्रमों का आयोजन किया गया, जिसमें शिक्षाविदों बुद्धिजीवियों, ग्रामवासियों, एवं संस्थान के व्यावसायिक प्रशिक्षणार्थियों के साथ राजकीय बालिका इण्टर कॉलेज, बागेश्वर के विद्यार्थियों ने भी प्रतिभाग किया। विशेषरूप से साक्षरता रैली निकाली गई। इस अवसर पर मुख्य अतिथि बार एशोसिएशन के अध्यक्ष श्री घनानन्द जोशी ने कहा कि जिस प्रकार मनुष्य को जीवित रखने के लिए भोजन की आवश्यकता होती है उसी तरह मनुष्य का विकास करने के लिए शिक्षा की आवश्यकता होती है।



## साक्षरता व्यक्ति के विकास की बुनियादी आवश्यकता है : न्यायमूर्ति एस. सी. वर्मा

अन्तर्राष्ट्रीय साक्षरता दिवस के उपलक्ष्य में जन शिक्षण संस्थान, लखनऊ द्वारा दिनांक 9 से 14 सितंबर तक की अवधि को 'प्रौढ़ शिक्षार्थी सप्ताह' के रूप में मनाया गया, जिसके अन्तर्गत ग्रामीण क्षेत्र में विशेषरूप से नव-साक्षर महिलाओं के लिये रंगोली, हाथ की कढ़ाई, मेंहदी रचना, पोस्टर, स्लोगन एवं गीत लेखन आदि प्रतियोगितायें आयोजित की गईं। इन सभी प्रतियोगिताओं में स्थानीय लोगों ने बड़े उत्साह के साथ भाग लिया।



18 सितंबर को साक्षरता निकेतन की संस्थापिका श्रीमती वेल्टी फिशर के 131वें जन्म दिन पर 'प्रौढ़ शिक्षार्थी सप्ताह' का पुरस्कार वितरण समारोह आयोजित किया गया। समारोह साक्षरता निकेतन परिसर में मनाया गया। कबीर थियेटर में आयोजित समारोह में मुख्य अतिथि के रूप में महापौर एवं शिक्षाविद् डा. दिनेश शर्मा उपस्थित हुए। समारोह की अध्यक्षता न्यायमूर्ति श्री एस. सी. वर्मा, अध्यक्ष, इण्डिया लिटरेसी बोर्ड एवं जन शिक्षण संस्थान लखनऊ ने की। उन्होंने अपने अध्यक्षीय भाषण में कहा कि 'साक्षरता व्यक्ति के विकास की बुनियादी आवश्यकता है' और साक्षरता निकेतन, साक्षरता के क्षेत्र में इस हेतु अभिनव प्रयोग करता रहा है, और आगे भी ऐसे प्रयोग करता रहेगा। समारोह में इण्डिया लिटरेसी बोर्ड के 'कमेटी आफ फांड्व' के सदस्य, श्री राकेश कुमार मित्तल, आईएएस सेवा निवृत्त तथा जन शिक्षण संस्थान के निदेशक श्री प्रमोद सुन्दरियाल ने भी भाग लिया। इस अवसर पर वेल्टी फिशर चिल्ड्रेन्स एकेडमी के छात्रों ने रंगारंग

सांस्कृतिक कार्यक्रम प्रस्तुत किये।

## फतेहपुर (उत्तर प्रदेश)

जन शिक्षण संस्थान फतेहपुर के तत्वाधान में 9 से 14 सितम्बर 2010 तक चलने वाले सप्ताह को प्रौढ़ शिक्षार्थी सप्ताह के रूप में मनाया गया। खजुहा ब्लाक में संचालित होने वाले केन्द्र पर निबन्ध, मेंहदी तथा पेंटिंग प्रतियोगिताओं के आयोजन के साथ ही समारोह का शुभारम्भ हुआ। इसी प्रकार की प्रतियोगिताएं जिले के दूसरे ब्लाकों यथा छिवलाहा तथा मवई ब्लाकों में भी आयोजित की गईं। 13 सितंबर को हथगाम के प्रशिक्षण केन्द्र मउपारा में एक संगोष्ठी का आयोजन किया गया। 14 सितंबर को फतेहपुर के संस्थागार में विश्व हिन्दी दिवस के उपलक्ष्य में एक अन्य संगोष्ठी का आयोजन किया गया जिसमें वक्ताओं ने मातृभाषा के प्रचार-प्रसार पर बल दिया। समारोह का समापन कार्यक्रम फतेहपुर के ग्रैंड लॉन परिसर में दिनांक 15 अगस्त को आयोजित किया गया। इस कार्यक्रम में मुख्य अतिथि फतेहपुर जनपद के जिला बेसिक शिक्षा अधिकारी श्री राजकुमार पंडित



प्रौढ़ शिक्षार्थी सप्ताह समापन कार्यक्रम को सम्बोधित करते जिला बेसिक शिक्षा अधिकारी श्री आर. के. पंडित

तथा नगर पालिका परिषद के अधिशाषी अधिकारी श्री पंकज श्रीवास्तव रहे। कार्यक्रम की अध्यक्षता जन शिक्षण संस्थान के उपचेयरमैन श्री सतीश चन्द्रा जी द्वारा की गई। समूचे समारोह के दौरान शिक्षार्थियों सहित समाज के सभी वर्ग के लोगों ने बढ़-चढ़कर हिस्सा लिया।

## Young India

By 2020, Indians will contribute 136 million people to the global labour pool, while China will contribute 23 million. Chinese people above 60 years will top 200 million in 2015 and China's working population may fall by 10 million per year after 2025. According to Global Times, the year 2015 will mark the beginning of end of China's demographic dividend.

According to United Nations, India's population will out number China's by 2045, with 1501 billion compared to China's 1496 billion.

# “सभी को साक्षर बनाने की धुन”

साक्षर भारत कार्यक्रम के पहले चरण में देश के उन 365 जिलों को शामिल किया गया है जहां महिला साक्षरता दर 50 प्रतिशत से कम है। इस अभियान के पहले चरण में हिमाचल प्रदेश का एकमात्र जिला चम्बा शामिल है। 6 अक्टूबर 2010 को जिले में एक राज्य स्तरीय अभिमुखीकरण कार्यशाला का आयोजन किया गया। एक दिवसीय इस कार्यशाला में जिले के विभिन्न विभागों के अधिकारियों, साक्षरता कर्मियों, गैर-सरकारी व स्वयंसेवी संगठनों एवं पंचायती राज संस्थाओं के प्रतिनिधियों ने भाग लिया। कार्यशाला की अध्यक्षता राष्ट्रीय साक्षरता मिशन के महानिदेशक श्री जगमोहन सिंह राजू द्वारा की गई।

अपने अध्यक्षीय सम्बोधन में श्री राजू ने साक्षर भारत कार्यक्रम के बेहतर क्रियान्वयन के लिए सभी लोगों का आह्वान किया। उन्होंने कहा कि साक्षर भारत, सरकार का नहीं बल्कि लोगों का कार्यक्रम है और एक सामाजिक मिशन है। उन्होंने कहा कि कार्यक्रम का उद्देश्य अंक और अक्षर ज्ञान



से वंचित लोगों को साक्षर बना पढ़े लिखों की श्रेणी में शामिल करना है। श्री राजू ने कहा कि देश आज साक्षर और असाक्षर दो हिस्सों में बंटा हुआ है हम उसे एक समान बनाना चाहते हैं जो सम्पूर्ण साक्षर भारत कहलाएगा। उन्होंने कार्यशाला के प्रतिभागियों को सचेत करते हुए कहा कि हमें लोगों के बीच इस भावना से नहीं जाना चाहिए कि हम उन्हें कुछ दे रहे हैं बल्कि सच तो यह है कि जो उनका हक है इस अभियान से वह उन्हें मिलने जा रहा है।

जिले में 15 वर्ष से ऊपर आयुवर्ग के 1,35,202 असाक्षरों में से अभियान के इस पहले चरण में 54,075 असाक्षरों को 2012 तक साक्षर करने का लक्ष्य रखा गया है। इस चुनौतीपूर्ण लक्ष्य को हासिल करने के लिए जिले में विभिन्न स्वयंसेवी संस्थाओं, पंचायती राज संस्थाओं, विभिन्न विभागों का सहयोग लिया जायेगा। यह तय किया गया है कि जिले भर में इसके लिए पंचायत स्तर

पर 283 लोक शिक्षा केन्द्र गठित किये जाएंगे जहां साक्षरता के साथ-साथ सतत शिक्षा व समतुल्यता कार्यक्रम भी संचालित किये जाएंगे ताकि बीच में छोड़ चुके लोग अपनी पढ़ाई को आगे बढ़ा सकें और पढ़ाई के अतिरिक्त लोगों को आमदनी बढ़ोतरी व हुनर बढ़ाने के प्रशिक्षण भी दिये जा सकें। श्री राजू ने कहा कि जिले में घुमन्तु लोगों को साक्षर करने लिए विशेष प्रयास करने होंगे।

महानिदेशक ने कहा कि कठिन भौगोलिक परिस्थितियों के बावजूद गत 20 अगस्त को राष्ट्रीय साक्षरता मिशन द्वारा आयोजित परीक्षा में चम्बा जिले से लगभग 1200 लोगों ने भाग लिया जो अत्यन्त सराहनीय है। साक्षरता अभियान के लिए जिले में राज्य साक्षरता मिशन, राज्य संसाधन केन्द्र और उपायुक्त की अध्यक्षता में जिला साक्षरता समिति सहित कर्मठ कार्यकर्ताओं के समूह की ओर इशारा करते

## Corrigendum

All the Life Members of IAEA are informed that the nomination form for the election of office bearers sent along with the letter dated September 1, 2010 may read as Form I D (2)

हुए श्री राजू ने आशा व्यक्त की कि इस उत्साही टीम के माध्यम से हम चम्बा जिले को देश का ही नहीं बल्कि विश्व के लिए साक्षरता का एक श्रेष्ठ मॉडल बना सकेंगे। उन्होंने साक्षरता को केवल हस्ताक्षर या अंक-अक्षर ज्ञान तक समिति न रखकर इसे रोजगार से जोड़ने का आह्वान भी किया।

कार्यशाला में संदर्भ व्यक्ति के रूप में राष्ट्रीय साक्षरता मिशन की ओर से डॉ० नसीम अहमद, डॉ० ए० मैथ्यू, सुश्री प्रतिभा सिंह, श्री गिरिजा शंकर, श्री आर० पी० पाठक सहित राज्य संसाधन केन्द्र, हरियाणा के निदेशक श्री प्रमोद गौरी ने भी भाग लिया। इन संदर्भ व्यक्तियों ने साक्षरता कार्यक्रम के सफल संचालन के लिए आवश्यक औपचारिकताओं एवं इसके विभिन्न पहलुओं यथा साक्षरता से जुड़े लोगों का क्षमता निर्माण, मूल्यांकन, फंड, सर्वेक्षण व लोगों को जोड़ने के बारे में की जाने वाली प्रस्तुतियों से प्रतिभागियों को अवगत कराया।

उपायुक्त एवं जिला साक्षरता समिति के अध्यक्ष श्री देवेश कुमार ने बताया कि चम्बा को पूर्ण साक्षर बनाने के लिए हर सम्भव प्रयास किए जा रहे हैं। उन्होंने बताया कि मनरेगा तथा स्वयं सहायता समूहों आदि में कार्यरत असाक्षर लोगों की पहचान करके उन्हें पढ़ाने के लिए रणनीति तैयार की गई है। उपायुक्त ने कहा कि साक्षर भारत मिशन-2012 के तहत चम्बा जिले के लिए आगामी 36 महीनों की कार्ययोजना तैयार की गई है।

कार्यशाला के उपरान्त महानिदेशक श्री राजू ने तीसा और प्रदेश के सबसे दुर्गम पांगी क्षेत्रों का दौरा किया। इस दौरान महानिदेशक की अध्यक्षता में अधिकारियों के दल ने 14,500 फुट उंचे बर्फीले साच दर्रे के साथ-साथ 15,050 फीट की उंचाई वाले कुंजम दर्रे

को भी पार किया। उन्होंने जगह-जगह अभियान के लाभार्थियों से बातचीत भी की। पहली बैठक चुराह घाटी के लोहाटिकरी गांव में हुई जिसमें स्थानीय अधिकारियों के अलावा बड़ी संख्या में महिलाओं ने भाग लिया। श्री जगमोहन सिंह राजू ने उनसे पूछा कि क्या लोग साक्षर होना चाहेंगे। महिलाओं ने कहा कि वे साक्षर तो होना चाहती हैं परन्तु घर एवं खेत के कामों में व्यस्त रहने से उन्हें साक्षरता कक्षाओं में भाग लेने में दिक्कत होती है। महानिदेशक ने लोगों को आश्वस्त किया कि साक्षरता केन्द्रों को लोगों की उपलब्धता के अनुसार चलाया जाएगा ताकि सभी लोग इसमें सहजता से भाग ले सकें। उन्होंने कहा कि मनरेगा कार्यस्थलों पर भी साक्षरता कक्षाओं का आयोजन किया जाएगा। इसी प्रकार की बैठकें चिली राजकीय प्राथमिक पाठशाला तथा पांगी के मुख्यालय किलाड में भी आयोजित की गयी।

पांगी खण्ड में लोगों ने श्री राजू को बताया कि यहां की भौगोलिक परिस्थितियां अत्यन्त विषम हैं, खराब मौसम के चलते यह क्षेत्र घाटी से 6 महीने तक के लिये कट जाता है। इतना ही नहीं एक गांव से दूसरे गांव के बीच भी आवागमन प्रभावित होता है। ऐसी परिस्थिति में साक्षरता कार्यक्रम के क्रियान्वयन के लिए विशेष रणनीति तैयार करनी होगी तथा पंचायत स्तर के बजाए वार्ड स्तर पर प्रौढ़ शिक्षा केन्द्रों के संचालन की अनुमति देने की आवश्यकता होगी। महानिदेशक ने इस पर राष्ट्रीय साक्षरता मिशन के स्तर पर गौर करने का विश्वास दिलाया और यह भी कहा कि हम लोग दिल्ली में बैठकर इन इलाकों की दुरूह परिस्थितियों की कल्पना भी नहीं कर सकते। उन्होंने कहा कि इस दौरे ने मुझे व्यक्तिगत तौर पर कई बातों को समझने में मदद की है।

## Leadership Workshop at Indore



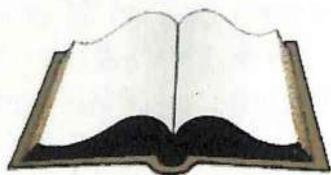
The Reading Association of India (RAI) is organising a one day Leadership Workshop at Indore on October 28, 2010 for promoting reading in collaboration with the International Reading Association, Washington, USA. Around 250 delegates are expected to participate and they will be addressed by educationists including Dr. Patricia A. Edwards, President, and Ms. Emy Montiel, Programme Officer, International Reading Association. Each presentation will be followed by discussion.



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

**- Swami Vivekanand**

## Documents



Agochiya, Devendra. Life Competencies for Adolescents: Training Manual for Facilitators, Teachers and Parents. New Delhi, Sage. 2010. 404p.

This training manual serves as a practical guide for adolescents, equipping them with the skills to face the present and future challenges of life effectively. It advocates and seeks active involvement of all sections of society-educational institutions, voluntary organisations, and civil society-in the holistic development and growth of adolescents into confident, responsible and productive citizens of the country. Some of the salient features of the manual are:

- Wide scope: The manual covers a wide range of life competencies for the holistic growth and development of adolescents
- Modular approach: Though the programme proposed by the manual is a holistic, comprehensive package, each module can also be used independently. The user agencies can, thus, choose any number of modules that are applicable for their target group.
- Ready-to-use format: The manual is inclusive in all aspects. It has notes for facilitators and other users, special exercises and instruments and step-by-step approach for the conduct of these exercises.

- Notes on the modules: The manual includes detailed notes on each module that cover wide-ranging sub-topics and issues.

- CD companion: The manual comes with a CD that contains all the exercises along with supplementary material.

Apart from the key users, who would be secondary schools and voluntary organisations working for adolescents, this manual will also serve as an insightful read for parents, adolescents themselves and professionals working in related fields.

Friboulet, Jean-Jacques; Niameogo, Anatole and others. **Measuring the Right to Education.** UIL, the Interdisciplinary Institute for Ethics and Human Rights, and Schulthess publishers, 2006 - 153 pp.

At a time when hundreds of millions of people in the world lack education, it is of little use to proclaim the right to education unless one can measure the implementation of the right and identify the factors that affect its fulfillment. A precise methodology for this purpose, carefully tested in Burkina Faso, is made available in this book, which marks a new departure in the global effort to promote the universal right to education.

Prakash, Ved and Biswal, K Editors. **Perspectives on Education and Development: Revisiting Education Commission and After.** New Delhi, Shipra. 2008. 721p.

The book attempts to reflect on the basic premises, relevance and impact of recommendations of the Kothari Commission on policy formulation broadly in seven thematic areas: perspectives, goals and values; equality and social

justice; curriculum, pedagogy and knowledge; planning and governance; resources and national economy; research and development; and contemporary education development concerns. This publication should be of considerable interest to all those who are interested in issues relating to development of education in India.

Rajan, R and Daji, Archana Bajpayee. **Effective Teaching-Learning Technologies in Saakshar Bharat - A Handbook.** New Delhi, Directorate of Adult Education, 2010, 56p.

This hand book titled 'Effective Teaching/Learning Technologies in Saakshar Bharat' consists of four parts. Part - I, deals with introduction about the Saakshar Bharat Programme and Learning Process in AE Programme. Approaches to teaching learning which is including multilevel teaching, management of different learning pace, activity based learning, group learning and peer learning are described in Part - II. The various methods of teaching/learning practices including group discussion, demonstration, dramas and role play, games, field trips, guest lecture etc. are presented in Part - III which are unique and will be useful for teaching of the Adult Education Volunteers. The final part of this hand book deals with chapters like low/no cost teaching learning materials, charts, posters, flip charts, photos, pictures, songs, case histories, use of community radio etc. developed by the authors through participation/observation techniques and theory approaches which tie up some of the adult learning innovative techniques.

SC Dua and Neha Gupta

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

Tel: 011-23379306, 23378206, 23379282

E-mail: [iaea\\_india@yahoo.com](mailto:iaea_india@yahoo.com)

Editor: **Dr. Madan Singh**

Website: [iaea-india.org](http://iaea-india.org)

# IAEA NEWSLETTER

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## INDIAN ADULT EDUCATION ASSOCIATION

### Reading Association of India: One day Leadership Workshop



literacy rate, reduction of gender gap in literacy to 10 percent, reduction of regional, social and gender disparities and coverage of 15+ age group in the programme. He also explained the physical targets to be achieved in Saakshar Bharat before March 2012.

In her presidential address Dr. Patricia A. Edwards, President, International Reading Association said that IRA plays an important role as the leading organisation in the field of education to teach the world to read. It has 85,000 members all over

strategic goals of IRA are professional development of educators worldwide, advocacy for research, policy and practices



that support the best interest of all learners and reading professionals, partnership by establishing and strengthening national and international alliances with a wide range of organisations and support research to promote informed decision making about reading practice and policy.

Dr. Patricia concluded her speech by inviting the participants to join IRA to make the world community read.

Ms. Emy Montiel, Programme Officer, International Councils and Affiliates, International Reading

A one day Leadership Workshop was organised by the Reading Association of India at Shri Jaigovind Gopinath Higher Secondary School, Mhow, Indore, Madhya Pradesh on October 28, 2010 in collaboration with the International Reading Association, Washington. The main objective of the workshop was to promote reading. Around 200 teachers participated in the workshop. Dr. Patricia A. Edwards, President, International Reading Association was the Chief Guest.

After vandana rendered by the music teacher of Shri Jaigovind Gopinath Higher Secondary School, the welcome address was given by Dr. V. Mohankumar, Director, Indian Adult Education Association. In his address he spoke in detail the linkages between literacy, education and development, growth of elementary, secondary and adult education in India, major adult education projects implemented in different plan periods and Saakshar Bharat - Mission 2012 in the XI Five Year Plan to achieve 80 percent



the world comprising teachers, specialists, supervisors, coordinators, curriculum directors, educational administrators, literacy teachers, teacher educators, researchers, parents and students. She further said that IRA builds the community through annual conventions, regional conferences, world congress and state, national and international conferences and making the voices heard through education funding, NCLB and reading first, adolescent literacy and teacher preparation.

According to Dr. Patricia the

### IMPORTANT ANNOUNCEMENT

All the eligible voters are requested to cast their votes in the election for the Council, the Council members to elect Office Bearers and Executive Committee of IAEA on December 24-25, 2010 at Sughad, Gandhinagar, Gujarat.

**Accommodation will be provided only to the out station members who have requested for the same for two days only, i.e December 24-25, 2010. Hence, please send your request to Administrative Officer, IAEA immediately.**

Association spoke on "Leadership". She said that leadership is the process of directing the behaviour of others towards the accomplishment of common objectives and influencing people to get things done to a standard and quality above their norms. She also said that effective leaders know that they have followers, results are counted more than assurances and it is not the rank or privilege or titles or money but the responsibility which matters. She differentiated the leader from the boss by stating that the boss says "go" and the leader says "let us go". She concluded her speech by calling the teachers as leaders as they treat the students as equals and make them leaders of the future.

Prof. S. Y. Shah, Group of Adult Education, School of Social Sciences, Jawaharlal Nehru University, New Delhi and President Elect, RAI while introducing the Indian Reading Association said that elementary education is important as it is the foundation for the children to acquire further education in their life. Eventhough, education has become



the fundamental right of the children in India, still a large number of school going children are outside the school system for various social reasons. The teachers in the government schools are paid well with service security but they are yet to attract the children to schools and retain them to complete atleast 8th standard so that they do not relapse into illiteracy. At the same time, the schools run by the private managements are able to attract a large number of students and most of them come out with flying colours.

Prof. Shah appealed to the teachers to become the members of the RAI or IRA so that they get the opportunity to participate in the meetings, seminars and conferences which provide a lot of opportunities to share knowledge and experience of others and receive books and other reading materials to improve their academic knowledge and capability.

Shri Kailash Choudhary, President, Indian Adult Education Association and Reading Association of India in his address gave a detailed account of the role of NGOs in the education sector, particularly in the field of literacy and adult education. He said that Indian Adult Education Association consistently supported all

the literacy initiatives taken by the government in the Five Year Plans and also mobilised the NGOs through writings and conferences to extend their support to the programmes apart from taking part in



the same. He further said that the role of teachers is to shape the destiny of the students and hence, they must play their role with much care. They should be the role models for the students which will go a long way to make them grow faster and also in the right path.

Shri Choudhary appealed to the teachers to strengthen their academic excellence by reading books and materials on various topics and share their knowledge in the classrooms so that students get the benefit.

On behalf of Reading Association of India Dr. Madan Singh, General Secretary, Indian Adult Education Association proposed the vote of thanks while Shri Champa Lal Yadav, Secretary, Education Committee, and Brig. K. I. Balasubramanian, Principal, Shri Jaigovind Gopinath Higher Secondary School proposed the vote of thanks on behalf of their school.

## Lifelong Education Centre, Trilokpuri

The second batch of five learners who have completed the course on **Cutting and Tailoring** in the Lifelong Education Centre, Trilokpuri were administered practical test on November 10, 2010 followed by written test on November 12, 2010. During the practical viva was also taken. All the five learners have successfully passed the examinations.



The practical test was also administered to the third batch of fourteen learners who have completed the course **Beauty Culture and Health Care** on November 10, 2010

in which the learners did make-up, eye brow setting, hair style, pedicure, manicure, facial etc. During the practical viva was also taken in which learners were asked questions relating to the subject. The learners wrote the theory paper on November 12, 2010. All the fourteen learners have successfully passed both practical and theory examinations.



## आजीवन शिक्षा केन्द्र त्रिलोकपुरी प्रशिक्षण बना आय का साधन

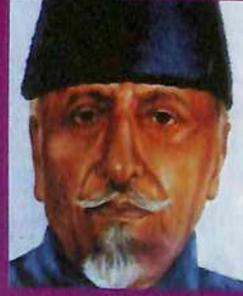


अक्टूबर 25, 2010 को करवाचौथ के एक दिन पहले सौन्दर्य एवं स्वास्थ्य संवर्द्धन तथा सिलाई-कटाई कोर्स की छात्राओं ने विभिन्न स्थानों पर बैठकर सुहागन महिलाओं को मेहन्दी लगाई। ये लड़कियां चार चार के समूह में मयूर विहार फेज एक, मसीहगढ़ मार्केट, महारानी बाग तथा

वसुन्धरा आदि स्थानों पर दोपहर तीन बजे से रात के ग्यारह बजे तक मेहन्दी लगाती रहीं।

प्रत्येक लड़की ने मेहन्दी लगाकर 1500 से 2500 रुपये तक कमाये। इससे इन लड़कियों का घर से बाहर निकलकर काम करने का हौंसला तथा आत्मविश्वास बढ़ा।

"A good school is a national asset of the highest value at any place or at any time. Schools are the laboratories which produce the future citizens of the State. The quality of the State therefore depends upon the quality of such laboratories."



**MAULANA ABUL  
KALAM AZAD**

First Union Minister  
of Education of  
Independent India

## दीपावली समारोह

आजीवन शिक्षा केन्द्र त्रिलोकपुरी में इस वर्ष के प्रशिक्षार्थियों ने दीपावली का समारोह बड़े उत्साह के साथ मनाया। शिक्षिकाओं के नेतृत्व में सभी शिक्षार्थियों ने पूरे परिसर को रंगोली और दीपों से सजाया।

का प्रसाद वितरण किया गया। दीप प्रज्वलन के उपरांत परिसर की छटा अत्यंत ही मनोहर दिख रही थी। इसके उपरांत प्रशिक्षार्थी लड़कियों ने ढोलक की थाप पर नृत्य का भी आनन्द उठाया। दोपहर में दीयों की झिलमिलाहट तथा ढोलक की थाप पर नाचती-गाती लड़कियों का सम्मिलित उत्साह देखते ही बनता था। शिक्षार्थियों ने एक-दूसरे को दीपावली की हार्दिक शुभकामनाएं देकर समारोह का समापन किया।



तत्पश्चात मंदिर में लक्ष्मी-गणेश की प्रतिमाओं को फूलों के हार से सुशोभित किया गया। पटाखों का आनन्द उठाने से पूर्व सभी सहभागियों ने आरती के कार्यक्रम में उत्साह के साथ भाग लिया और खील तथा पताशों

## मेहन्दी प्रतियोगिता

भारतीय प्रौढ़ शिक्षा संघ द्वारा सोमवार दिनांक 15 नवम्बर 2010 को आजीवन शिक्षा केन्द्र त्रिलोकपुरी में मेहन्दी प्रतियोगिता का आयोजन किया गया। इस प्रतियोगिता में 14 लड़कियों ने भाग लिया। इनमें से आठ लड़कियां सौन्दर्य प्रशिक्षण, चार लड़कियां सिलाई प्रशिक्षण तथा एक लड़की बाहर से प्रतियोगिता में हिस्सा लेने आई थी। प्रतियोगिता में निर्णयकर्ता के रूप में भारतीय प्रौढ़ शिक्षा संघ की कार्यक्रम अधिकारी श्रीमती कल्पना कौशिक तथा त्रिलोकपुरी सेन्टर की दोनों अध्यापिकाएं उपस्थित थी। प्राप्त अंकों के आधार पर प्रतियोगिता के विजेताओं के नाम घोषित किये गये तथा उन्हें भारतीय प्रौढ़ शिक्षा संघ की ओर से पुरस्कार प्रदान किए गए। विजेताओं के नाम इस प्रकार हैं: प्रथम मीनाक्षी, द्वितीय प्रिया तथा तृतीय सुमधा। कुमारी प्रियंका द्वारा लगाई गई मेहन्दी को भी बहुत पसन्द किया गया।





## राष्ट्रीय पुरस्कार से सम्मानित हो चुकी है सुमित्रा

सरगुजा जिले के गुजरवार गांव में रहने वाले एक अत्यंत गरीब परिवार में जन्मी सुमित्रा बाई बचपन से ही सुख सुविधाओं से वंचित रही। परिणामस्वरूप वह शिक्षा से भी वंचित रह गयी। सुमित्रा के मन में पढ़ने की ललक थी, परन्तु 15

बरस की छोटी उम्र में ही कोयलारी गांव के जेदूराम से उसका विवाह कर दिया गया। समय बीतता गया और देखते-देखते वह चार बच्चों की मां बन गयी। इस प्रकार छोटी उम्र की सुमित्रा घर परिवार की जिम्मेदारी के तले दबती चली गयी।

समय ने करवट बदला और अचानक ही एक दिन उसका सम्पर्क स्थानीय प्रेरक शिवनाथ से हुआ और सुमित्रा को पता चला कि इस उम्र में भी वह पढ़-लिख सकती है। इस जानकारी ने सुमित्रा के मन में पढ़ने-लिखने की आस को फिर से जीवित कर दिया। एक दिन उसने प्रेरक शिवनाथ से पूछा- मुझे पढ़ाएगा कौन? शिवनाथ ने कहा- मैं पढ़ाऊंगा, और अकेले आपको ही नहीं बल्कि गांव में आप जैसे जितने असाक्षर महिला एवं पुरुष हैं उन सभी को पढ़ाऊंगा। यह जान सुमित्रा बेहद प्रसन्न हुई।

सुमित्रा अब लगातार साक्षरता केन्द्र में आने लगी। समय बीतता गया, उसने समतुल्यता कार्यक्रम का फार्म भरा, परीक्षा की तैयारी की और 5वीं की

परीक्षा में उत्तीर्ण हो गयी। उसकी खुशी का ठिकाना न रहा।

अब वह पढ़े लिखे लोगों में गिनी जाने लगी। एक दिन उसे पता चला कि आंगनबाड़ी सहायिका के लिए फार्म भरा जा रहा है। उसने भी फार्म भरा। उसका चयन आंगनबाड़ी सहायिका के लिए हो गया। सुमित्रा शिक्षा के महत्व को जान गयी है और अपने बच्चों को वह नियमित पाठशाला भेजती है।

सुमित्रा का सफर यहीं समाप्त नहीं होता। जनपहल सूक्ष्म नियोजन के जरिए उसने अन्य ग्रामवासियों के साथ मिलकर कोयलारी गांव में पहाड़ काटकर 6 किलोमीटर सड़क का निर्माण किया। उसकी इस उपलब्धि ने सभी को चमत्कृत कर दिया है। आज सुमित्रा न केवल अपने परिवार की जिम्मेदारी बखूबी निभा रही है बल्कि कोयलारी गांव में राष्ट्रीय साक्षरता मिशन के अंतर्गत उल्लेखनीय कार्य करने हेतु वह सत्येन मोडिना राष्ट्रीय साक्षरता पुरस्कार से भी सम्मानित हो चुकी है।



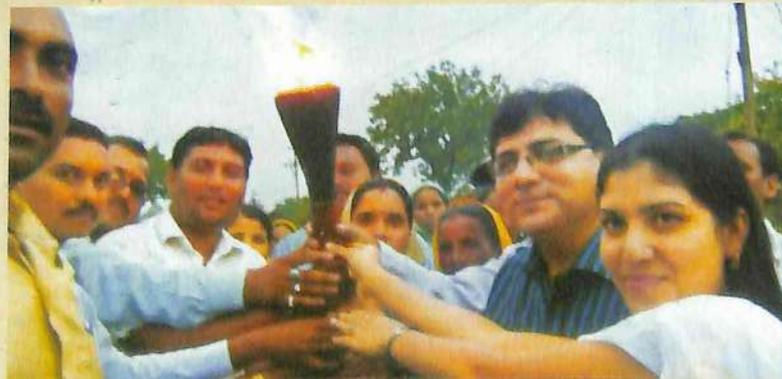
**"In reality education of the child before school years is the most important. This education in the family before school is the education which moulds the child. Later he will be learning so many other things, but the early efforts will be always there."**

**PANDIT JAWAHARLAL NEHRU**

while opening IAEA building on April 26, 1961

## साक्षरता हेतु मशाल रैली सरगुजा

राज्य संसाधन केन्द्र, रायपुर ने 31 जुलाई 2010 को छत्तीसगढ़ के सरगुजा जिले के सूरजपुर विकासखंड के सतपता ग्राम में मुस्लिम महिलाओं के लिए एक साक्षरता शिविर का आयोजन किया। शिविर से पूर्व वातावरण निर्माण हेतु एक मशाल रैली भी निकाली गयी।



सतपता ग्राम के आंगन बाड़ी केन्द्र से शुरू हुई मशाल रैली का शुभारम्भ जनपद सदस्य श्रीमती कलेश्वरी कुर्रे द्वारा हरी झण्डी दिखाकर किया गया। करीब 200 लोगों की यह मशाल रैली सतपता ग्राम के मुख्य मार्ग से मुस्लिम पारा, माझा पारा होते हुए लगभग 4.5 किमी. की दूरी तय कर कारमेल स्कूल परिसर के सामने चौक के पास समाप्त हुई। मशाल रैली के समापन अवसर पर उपस्थित महिलाओं के अपार समूह को राज्य संसाधन केन्द्र के निदेशक श्री तुहिन देव ने संबोधित किया। मशाल रैली में उपस्थित जनसमूह का आभार प्रदर्शन जिला लोक शिक्षा समिति के सहायक परियोजना अधिकारी श्री गिरिश गुप्ता ने किया। 31 जुलाई 2010 को ही ग्राम शिवनन्दनपुर के अवराडुगु में भी इसी प्रकार की

एक मशाल रैली का आयोजन किया गया जिसमें लगभग 85 महिलाओं ने भाग लिया। एक मुस्लिम महिला मुमताज ने पूरे उत्साह के साथ यहां मशाल रैली का नेतृत्व किया।

शिवनन्दनपुर में मशाल रैली ने लगभग 3 किमी. का सफर तय किया। कार्यकर्ताओं ने

प्रत्येक चौक में रुककर शिविर आधारित साक्षरता कार्यक्रम हेतु लोगों को प्रेरित किया। उक्त रैली पूरे उल्लासपूर्ण वातावरण में निकाली गई जिसमें धीरे-धीरे जनसैलाब जुड़ता गया। लोग जुड़ते गये और कारवां बढ़ता गया।

मशाल रैली के कारण इलाके में साक्षरता कार्यक्रमों के लिए उत्साह का निर्माण हुआ। इसके उपरांत एक अगस्त 2010 को राम दास सराय विश्रामपुर में 15 से 25 उम्र समूह की 100 मुस्लिम महिलाओं के लिए एक शिविर आधारित साक्षरता कार्यक्रम का आयोजन किया गया। शिविर की सफलता हेतु राज्य संसाधन केन्द्र रायपुर के निदेशक तुहिन देव सहित अन्य अधिकारियों ने उत्साह के साथ भाग लिया।

# External Evaluation of Ambedkar Nagar Jan Shikshan Sansthan



Indian Adult Education Association conducted external evaluation of Jan Shikshan Sansthan, Ambedkar Nagar, UP from November 9 -11, 2010 to assess the quality of the programmes organised and the impact of the same on beneficiaries. The evaluation also included the infrastructural facilities available in JSS, academic inputs given, qualitative and quantitative aspects of the programme

delivery, etc. The assessment was done for three years, i.e. 2007-08 to 2009-10.

The evaluation team consisted of Dr. V. Mohankumar, Shri S. C. Dua, Shri

Kripal Singh Mehara, Shri Jai Bhagwan and Shri Shiv Prasad interviewed 150 beneficiaries selected on random sample by giving due representation to different social groups - SC, ST, OBC, Minorities and General in six blocks - Bhiyanw, Akbarpur, Tanda, Bhati, Katehari and Jalalpur. Data was also collected by interviewing chairman, members of the Board of Management, PRI members, representatives of collaborative

agencies, Director and staff of JSS and resource persons. Due care was also taken to cover both rural and urban beneficiaries. Secondary data was taken from the reports, records, registers and accounts books.

The evaluation team also



visited a few ongoing vocational training centres to personally see the training facilities available and met some of the successful ex-beneficiaries who are engaged in self/ wage employment.

## Life transformed



Meera Singh, aged 45 years was born in a moderate family in a village in Ambedkar Nagar district of Uttar Pradesh. She was married to a teacher in private school who was having a meager monthly income. When Meera found the family income was not able to have both the ends meet,

she looked for new avenues to support the family with supplementary income. As she was not having any skill in her hands, she had only a few options to take up the job which were of menial in nature. At that point of time she came to know about the Jan Shikshan Sansthan, Ambedkar Nagar and the vocational training centre it organises at Sevaganj in Tanda block. She took a major decision to get herself enrolled as a trainee in that centre. Of

course, not without problem, as the centre was having more than one vocational course and choosing one out of the same was a difficult task for her. However, she was helped by the vocational instructors who explained in detail how to choose the vocations which have the employment potential. With the counseling of the instructors, Meera decided to undergo training simultaneously in two vocational courses - Cutting and Tailoring and Beauty Culture and Health Care. She took it as a challenge to complete the courses facing a lot of difficulties including commuting two kilometers daily to the centre from her village and nursing the small children at home apart from the regular household work. As soon as she completed the courses, she got a lot of confidence and hence, proceeded to undergo training in few more courses including Fabric Painting, Soft Toys Making, Artificial Flower Making, etc.

Today she is the proud owner of a Beauty Parlour and Tailoring shop in a busy market place in

Blashiganj of Maya block in Faizabad district which is adjacent to Sevaganj. She proudly said that the vocational training given by the Jan Shikshan Sansthan in rural areas is transforming the lives of women and girls fast as it enables them to earn supplementary income to the family. Rural women and girls regularly visit the Beauty Parlour which was once considered a taboo. Even in poor families, girls are sent to Beauty Parlour during marriage season.

Meera is now earning around Rs. 15,000/- per month and having a lot of confidence in empowerment. She told that one of her sons is an

engineer and another one studied MBA and both of them are employed and well settled in Lucknow. Her younger son is preparing for MBA and is looking for a bright future like his elder brothers.

Meera is not only the owner of a shop but also a vocational Instructor in Jan Shikshan Sansthan, Faizabad conducting courses in Beauty Culture and Health Care, Cutting and Tailoring, Fabric Painting, Soft Toys Making, Artificial Flower Making and Artificial Jewellery.

Meera's life is transformed. Today she is an enterprising woman and a proud mother.

## Chanda is an enterprising literate

I was very happy to learn that Chanda has become literate. I came in contact with Chanda when I visited a literacy centre in a village called Pipra in Uttar Pradesh. 30 years old Chanda was a bright and keen learner of that centre. She asked many questions when I was interacting with the learners. However, she was sad that her husband Bhola was not interested to join the literacy classes. She was having two children- a son and a daughter. Both were studying in school. Main occupation of her family was farming and animal husbandry.

I was keen to know whether Chanda is using her newly acquired literacy skills or not. Therefore, during my next visit to village Pipra I myself visited Chanda's home rather than inviting her to come and meet me. It was a small house, neat and tidy. In the front wall there was a colourful 'rangoli'. Normally 'rangoli' has beautiful images and flowers but I could see in Chanda's home letters and alphabets. On seeing me in her house Chanda was first surprised and became very happy. She took me into her house and made me to sit. When we started talking,

Chanda told me that education has changed her life a lot. When I asked how, she told me the following:

**Motivation for Bhola, her husband:** She receives more respect both within as well as outside her home and community. Initially, Bhola, her husband was little jealous of her popularity, but later on, he realised the fact and got motivated to become literate himself. Initially, he did not join the literacy classes due to time constraints and other responsibilities.

**Improvement in her self confidence and self image:** She has become more aware of her social and legal rights and has a say in the affairs of family and community. She is not afraid of putting forth her views in front of others. This has given her a lot of confidence. She is now self reliant in many ways with the use of literacy. She has also decided to contest Panchayat elections.

**Information About her Rights and the World:** Whenever she gets opportunity she reads newspapers, books and magazines to get information about local, state and national events and also shares the information with her family

members, friends, relatives and neighbors. She specially likes to read the local newspaper for information on local happenings and new developments and welfare schemes. She even encourages her children to read the magazines and newspaper, especially the stories and sections meant for them. People come to her to discuss their problems and advice. The most interesting part is many times the family members sit together and discuss the matters of common interest and even criticize each another for the statements made.

Chanda reads and understands wall writings, posters and charts displayed on the streets. Whenever she visits the nearby town she easily reads road signs. Sometimes the family members have fun by playing game 'who can read the poster first?'

**Health Care:** Chanda has become more conscious about self and the family health. She has learnt many things about health care, balanced diet and various nutritional elements while attending literacy centre as well as from other sources like books, newspapers and magazines. Therefore, while cooking she takes special care about saving

the nutritive contents of food and also cleanliness. She is very particular about immunization of her children to save them from diseases.

**Financial Management:** One of the most important uses of literacy is that she could join a SHG, avail micro credit and improve the monthly income. Now she is able to keep the record of expenditures and repayment of loan. Chanda sells milk and goes to Haat Bazaar with her husband. Both of them now manage money matters in a better way by having full record of all the transactions in writing. Before putting their signature on any paper they read it carefully.

**Education of Children:** After becoming literate she has realised the importance of education. She encourages her children to go to school and even help them in their studies. She ensures that children go to school regularly and on time, finish their home work and prepare for next lessons. As a member of the Parent Teacher Association she attends meetings regularly and supports all the activities.

**Profession:** Bhola and Chanda are farmers by profession. They have learnt farming from

experience since childhood. But now they are using literacy to improve their farming also. They themselves read instructions and precautions to be taken while using modern equipments and technology for farming and animal husbandry. They go to Block office and discuss their problems with the concerned officers and note down their instructions. They use the internet facility at block level to find out the present crops and other such information related to agriculture and animal husbandry. That has helped to increase the yield.

**Better Communicator:** Chanda has become a better communicator. She speaks with more confidence. She can send SMS and save phone numbers on her mobile. She reads and writes letters to her family members and sends applications to panchayat and Block office.

**Entertainment:** Chanda reads story books and magazines, play educational games with her children for fun and enjoyment.

After meeting Chanda when I was coming out of her house I was having only one thing in mind that was the centrality of being educated in one's life.

- Nishat Farooq

## JSS, Coimbatore : Arts & Crafts Training to Tribals

Jan Shikshan Sansthan Coimbatore organised a eleven days vocational training programme for the selected Tribal boys and girls from August 26, 2010 to September 6, 2010 in the community hall at Kotanari Tribal settlement which



is located in the Western Ghat close to Kerala and Tamil Nadu border. In all 115 persons participated in the training out of which 110 were girls. The participants were from eight Tribal settlements- Kopanari, Panapalli, Kondanur, Kondanur Pudur, Jambugandi, Seenguli, Colony Pudur and Alangandi.

Thirteen Resource Persons from Jan Shikshan Sansthan, Coimbatore imparted the training in Warlie Painting, Coffee Painting, Mural Painting, Bamboo Craft, Pot Painting, Block Printing, Hand Embroidery, Soft Toys

Making and Tribal Jewellery.

The tribals were motivated and mobilised by Shri I. Anwardeen, District Forest Officer, Coimbatore and his range team including Forest Range Officer, Foresters, Watchers and Guards. The forest department also provided tea with snacks and lunch to all the participants. The Jan Shikshan Sansthan, Coimbatore provided training materials.

The products crafted by the tribal participants during the training programme were exhibited on October 11, 2010 at Coimbatore on the occasion of Wild Life Week celebration. All the visitors to the exhibition including Shri N. Selvaraj, Minister for Forests, Shri Pongalur N. Palanisamy, Minister for Rural Industries, Govt. of Tamil Nadu, Dr. Umanath, District Collector, Coimbatore, Shri V. Ramanathan, Regional Manager, TRIFED, Shri Ansul Misra, Commissioner of Coimbatore City Municipal Corporation appreciated very much for the quality and craftsmanship.



## TRIFED official Visits Shimoga Jan Shikshan Sansthan



S.Y. Aruna Devi, Director, JSS, Shimoga showing tribal products to Ramanathan

Jan Shikshan Sansthan, Shimoga has been organising training programmes on different vocations to the Scheduled Tribe beneficiaries of Shimoga District. The vocations include Bamboo Craft, Pearl Ornaments, Wool Knitting, Embroidery Bag making, etc. and even motivating them to start production units.

In order to provide larger marketing facilities to the tribal products, Shimoga JSS invited Shri. V. Ramanathan, Regional Manager, TRIFED to Shimoga on October 20-21, 2010. He was appreciative of the quality of Bamboo Craft and Wool items prepared by the tribal beneficiaries at Sagar and Tumri and Pearl Ornaments and Embroidery bags prepared by the beneficiaries of Shimoga rural.

## Seminar on 'Reading Habits'



(From L to R) A.R. Supriya, Abdul Wahab, Balamohan Thampi, A. Sukumaran Nair, T. Sundaesan Nair

Kerala State Branch of Indian Adult Education Association in collaboration with Centre for Adult Continuing Education & Extension, University of Kerala, Kerala State Resource Centre, Dr. K. Sivadasan Pillai Foundation and Council for Teacher Education, Kerala organised a seminar on 'Reading Habits' on November 8, 2010 at the University Students' Centre, Thiruvananthapuram on the occasion of the third commemoration day of the veteran educationist Dr. K. Sivadasan Pillai, former Vice-President and Editorial Board Member of IAEA, President of Kerala State Branch and founder Director, CACEE, University of Kerala,

The seminar was chaired by Dr. H. Parameswaran, Former Principal, University College, Thiruvananthapuram and was inaugurated by Dr. A. Sukumaran Nair, former Vice-Chancellor, Mahatma Gandhi University, Kottayam. The inaugural session was addressed by Dr. G. Balamohan Thampi, former Vice Chancellor, University of Kerala and Dr. K. Sivadasan Pillai memorial speech was delivered by Dr. A.R. Supriya, Director-in-charge, Centre for Adult Continuing

Education & Extension, University of Kerala.

A book titled 'Anaupacharika Vidyabhyasa Darsanam' (Vision on Non-formal Education - a collection of articles by Dr. K. Sivadasan Pillai) published by Kerala State Resource Centre was released on this occasion by Dr. Balamohan Thampi by handing over the first copy to Prof. Abdul Wahab, Former member of Minority Commission and Principal, Iqbal College, Peringammala. Dr. T. Sundaesan Nair, Director, SRC, Kerala gave introductory remarks about the book.

Dr. C.P. Aravindakshan, former Director, Jan Shikshan Sansthan, Thiruvananthapuram, Dr. C.P. Sreekantan Nair, President, Council for Teacher Educators, Kerala, Dr. K. Krishnakumari, Former Head, Dept. of Demography, University of Kerala, Dr. K. Mohan Das, Project Officer, CACEE, University of Kerala and Dr. V.M. Sasikumar, Executive Director of Dr. K. Sivadasan Pillai Foundation (SPFERD) addressed the gathering.

In the academic session Dr. A. Muralidharan Thampi, President, IAEA, Kerala State Branch and Behavioural Consultant presented a paper on 'Reading Habit - a Behavioural Therapy' followed by Dr. V. Reghu, Faculty Head, School of Youth Studies, Rajiv Gandhi National Institute of Youth Development, Sriperumbudur, Chennai on 'Youth and Employability', Dr. Ajith Prabhu, Joint Director & Officer in charge of Library, Dept. of Science & Technology, Govt. of Kerala on 'Transformation of Libraries vs Transformation of Society', and Shri. Janardana Iyer, Senior Health Social Worker presented the cancer care messages. Each of the presentation was followed by a discussion.

Shri. Harish Kumar. S, Secretary, IAEA, Kerala State Branch and Executive Committee member, IAEA delivered the vote of thanks.

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

Tel: 011-23379306, 23378206, 23379282

E-mail: [iaea\\_india@yahoo.com](mailto:iaea_india@yahoo.com)

Editor: **Dr. Madan Singh**

Website: [iaea-india.org](http://iaea-india.org)

# IAEA NEWSLETTER

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## INDIAN ADULT EDUCATION ASSOCIATION

### Dr. CHITRA NAIK (1918-2010): An Eminent Educationist



With the sad demise of Dr. Chitra Naik on December 24, 2010, India has lost not only an eminent educationist but also one of the finest human beings committed to uplifting the downtrodden through education and skill training. As the Chairperson of the Board of Directors of the Indian Institute of Education, Pune for several years and one of the founders of Janshikshan Sansthan in Pune and Director of Education for Maharashtra and Director of the Board of Secondary and Higher Secondary Education and an expert member of several important Committees of the Ministry of Human Resource

Development, Dr. Naik worked relentlessly to promote educational research and training. She has several publications to her credit.

Although I had met Dr. Naik on several occasions, it was at the Planning Commission that I had the privilege of knowing and working with her. As a Joint Advisor in the Education Division of the Planning Commission where Dr. Naik was a Member in Charge of Education, I met her often and worked on an important report of the National Development Council on Education. During my interactions I noticed that Dr. Naik had deep insight into the problems of Education. Her special interest in Education and substantial contributions to the NDC Report on Education are too evident. Subsequently I also worked with her in the preparation of a Chapter of the Eight Five Year Plan on Education. During my participation in several meetings chaired by Dr. Naik, I learned how to conduct the meetings in a dignified manner and encourage the members to make their presentations. One of the reasons for an enhanced allocation for Adult education during the Eight Plan was mainly because of the strong support of Dr. Naik.

Dr. Chitra Naik took special interest in non formal and Adult Education. She was a life member of Indian Adult Education Association since 1959 and participated in several workshops and conference organized by the Association. Recognizing her manifold contributions to the field of Adult Education, Indian Adult Education Association honored her by bestowing the Tagore Literacy Award in 1965. She was the recipient of several awards including Padma Shri in 1986 and Jeevan Sadhana Award instituted by the university of Pune. She was the Life Member of IAEA from 1959.

May her soul rest in peace.

A Tribute  
by Professor S. Y. Shah, JNU



**IAEA WISHES ALL THE  
READERS MERRY  
CHRISTMAS**

# Saakshar Bharat: Interactive Meeting with the Presidents of ZPs



Saakshar Bharat - Mission 2012 launched by the Prime Minister on September 8, 2009 completed one year in October 2010. During this period, a number of preparatory activities have been undertaken both by the National Literacy Mission Authority and State Literacy Mission Authorities. As the Panchayati Raj Institutions are responsible for implementation of programmes at all the three levels - GP, BP and ZP, the National Literacy Mission Authority decided to have an interactive meeting with the elected presidents to brief them about their roles and responsibilities. Initially the meeting was called for the CEOs and Presidents of ZPs who are also the Chairpersons of Zila Lok Shiksha Samitis. The meeting was held at Indian Habitat Centre, New Delhi on November 29, 2010. The other participants were Directors of SLMAs and State Resource Centres. The meeting was inaugurated by Smt. D. Purandeswari, Union Minister of State for Human Resource Development.

Two central issues - Effective Convergence and Centrality of Literacy and Women to Development were taken for discussion in the meeting. The Secretaries to Govt. of India in the Ministry of Panchayati Raj, Rural

Development, Women and Child Development and Human Resource Development (School Education and Literacy) interacted with the participants regarding the scope and possibilities of convergence of programmes and schemes of their ministries and Saakshar Bharat Programme. A panel of eminent persons who are known for their commitment to adult education and women empowerment also addressed the gathering.

In her welcome address in the inaugural session, Smt. Anshu Vaish, Secretary, Department of School Education and Literacy, M/o Human Resource Development, Government of India said that the intention of the interactive meeting was only to bring together the officials of SLMAs and those entrusted with the responsibility of implementation of Saakshar Bharat Programme so that all the issues are identified and solutions found. She further said that the massive programme like Saakshar Bharat cannot succeed without the involvement of all sections of society including the Community Based Organisations.

Shri Jagmohan Singh Raju, Director General, NLMA in his presentation explained in detail about the relevance of literacy and education for the overall development of individuals, society and nation and the major initiatives taken by the Authority since the launch of the Mission.

In her inaugural address, Smt. D. Purendeswari said that literacy is an important tool for social and economic development as it enhances the human capacity. She also said that with the

implementation of Right to Education for the children in the age group of 6-14 years, education has become the fundamental right in India. As the constitutional amendment already empowered the Panchayats to deal with the subjects like education, the responsibility on the elected representatives is more to mobilise the learners, ensure involvement of teachers, and use the available infrastructure to the maximum so that convergence takes place between Sarva Shiksha Abhiyan and Saakshar Bharat.

Thereafter, there were two plenary sessions held, one on Effective Convergence and another on Centrality of Literacy and Women to Development.

In the first plenary Shri A.N.P. Sinha, Secretary, M/o Panchayati Raj, Shri D.K. Sikri, Secretary, M/o Women and Child Development, Smt. Anshu Vaish, Secretary, M/o Human Resource Development (Dept. of School Education and Literacy) and Shri B.K. Sinha, M/o Rural Development participated and explained in detail how the programmes of the Ministries can be converged for the betterment of common cause.

In the second plenary Smt. Girija Vyas, Chairperson, National Commission for Women, Smt. Supriya Sule, Member of Parliament, Smt. Asha Mishra, Secretary, BGVS participated and briefed the participants about literacy and women development.

In the concluding session Shri Jagmohan Singh Raju made a presentation on the "Way Forward" in respect of the implementation of Saakshar Bharat Programme. The concluding address was given by Smt. D. Purandeswari.

# Teaching of Reading

I was observing Maria. She was fully engrossed in reading some primers and neo-literate books and taking notes. I guessed she was doing analysis of books. But I had no clue why she was doing it. Both of us were in Raipur to attend a workshop. Maria and I were working for adult and continuing education for nearly a decade. It was our first day in the present workshop. The day was hectic and after dinner I wanted to have some fun. But Maria was busy in studying and taking notes. After some time when I could not control myself, I asked, "Maria, what are you doing? Are you not tired?"

Maria lifted her head and said, "Today's sessions were so interesting. I was so surprised to learn how concept of reading has expanded with time. Before 1900, the principal aim of teaching reading was word recognition. Oral reading was used exclusively in the class as it was assumed that reading was primarily a perceptual act and other steps required for achieving certain other purposes of reading were not essential."

I interjected her, "Yes, I was also amused with the concept."

Maria further said, "But it was interesting to know how in the course of time much broader concept of reading has emerged. Teaching methods were modified to ensure the development of a good grasp of meaning as well as skill of word recognition and develop efficiency in silent reading. Interest was aroused in reading and learners were encouraged to establish the habit of reading regularly for pleasure."

I agreed with her, "Yes, according to our Resource Person these developments are perhaps the most significant that have taken place during entire history of the teaching of reading."

Maria thought for a moment and then said, "According to the Resource Person, after that reading began to be regarded as a form of experience, like hearing or seeing, as well as a form of learning. It became apparent that the efficient learner not only recognises the words and the idea presented, but also reflects on their significance, relates them, and thinks about their implications. It means if learners have to get benefit of reading they must react thoughtfully to what they read, weighing its value and the soundness of the judgment or conclusions and if reading is to help them solve problems or direct their own activities, they must learn to apply the ideas acquired."

It was an exciting idea. During training programmes we keep on hearing that literacy helps to solve the problems of learners. Now it was clear how through reading it could be done. So it is important that teaching/learning material should be developed with great care and understanding.

Maria read my thoughts. She said, "It means teaching/learning material developers have great responsibility."

I replied, "Yes, in order to develop good readers, material developers need to understand the nature of basic attitude and skills essential for reading."

Maria said, "Very right. I was doing an analysis of the primers and neo-literate books to understand it. I have classified the contents of the primers into groups according to the need of the learners. So far I could think of seven groups".

I was excited. "May I know what these groups are?" I asked.

Maria suggested following groups:

1. **Gaining information or satisfying curiosity:** It starts when learner starts reading sentences. For such reading activities, after words have been recognised, the meaning must be grasped by the learner. Information thus obtained takes on real value when learner interprets the facts, e.g. when the learner reads about MGNREGA they must start thinking who can get the benefits, what are the benefits of the scheme, how to get the benefits, what is a job card and how one can get it, etc. Similarly, reading about local projects, any illness, recent happenings etc. should raise questions in the mind to learn more about the subject.
2. **Solving problems:** Usually adults want to read things which are related to their problems. As they read they look for ideas which throw light on their problems. For example when a young mother reads about immunisation or breast milk, she organises the ideas acquired into a good picture of a healthy child. Therefore, even when the information is presented in the form of direction, such as 'do this' and 'don't do that' it should be presented with reasoning. Because it is expected that the adult learner should read it critically. To follow the direction blindly may prove disastrous.  
In the primers many lessons are devoted to this group. You find many lessons in the primers on subjects like mother and child care, child marriage, agriculture techniques, water problem, health and hygiene, self help groups etc.
3. **Thoughtful reactions:** When adults read they seek information relevant to their problems and the implications for solving the problem. While reviewing the evidence they must retain an open mind until they are prepared to make a decision. Obviously, reading situation of this type makes many demands on

learners like considering implications, grasping relationships, choosing between alternatives, checking conclusions. For this purpose stories are written where learner determines if the decision made by the character in the story was good/right one. For this purpose exercises are also being given in the primer where learners have to take decisions e.g. right or wrong, multiple choice etc.

4. **Reading directions:** This group of reading requires mastery over recognition of words, capacity to identify signs and grasp meaning of passage or directions. Examples of such group are reading directions for making and doing things, reading warning about possible dangers of doing some thing or precautions to be taken to avoid a disease, first aid care etc. While reading directions the learners should follow the order of the direction, the ends to be achieved and understand clearly what it demands from them. While reading a warning they should grasp its importance and clearly understand what to do. In reading new ordinance they should compare it with the old one and decide on needed changes in their own action.
5. **Reading for pleasure:** Learners like to read to enjoy. For example they like to read folk stories, folk songs, jokes, plays etc. Such readings provide them joy. The desire to satisfy interest and curiosity motivates learners to read for enjoyment. Some writers use such style of writing through which learners get enjoyment as well as information. Material developed for pleasure reading should arouse creativity, imagination and appropriate emotional responses in the readers.
6. **Reading for inspiration:** Many learners like to read religious books and other material for solace and inspiration. To find inspiration through reading is also very general, as are religious motives for reading especially among slightly older people.
7. **Reading of signs:** The signs and words like No Smoking, Stop, Danger, Prohibited Area; Public Convenience etc. can be classified under this group. In this case the most important skills required are those relating to word recognition. Many words learner can recognise at sight. For others the learner has to apply other skills also to recognise and pronounce them. But mere recognition of words is not enough. Reading is vital when learner has to identify signs, bus numbers, labels on bottles and cans, names of places etc. with definite purpose in mind. Under this group, the reading act is usually limited in scope, but is usually subsidiary to some larger purpose and brings in many elements of good thinking.

At this point she stopped and said, 'This is all I could gather from today's presentations. Can you think of any other groups?'

Nishat Farooq

## World AIDS Day

World AIDS Day is observed every year on December 1st. It was started in the year 1988. The objective of this day is to raise money, increase awareness, fight prejudice and improve education. World AIDS Day is important in reminding people that HIV has not gone away, and that there are many things still to be done. The theme for 2010 is 'Universal Access and Human Rights'.

According to UNAIDS, there are 33.4 million people living with HIV, including 2.1 million children. During 2008 alone around 2.7 million people got newly infected with the virus and an estimated 2 million people died from AIDS. Almost half of all people who become infected with HIV do so before they are 25 years of age and are killed by the AIDS before they reach the age of 35 years.

The vast majority of people with HIV and AIDS live in lower and middle income countries. But HIV today is a threat to men, women and children on all continents around the world.

## Observance of World AIDS day

### JSS Hoshangabad



As part of World AIDS day celebrations, JSS Hoshangabad conducted an orientation programme and took out an awareness rally at Sangakheda Village in Babai Block in which JSS beneficiaries, the Principal, staff and students of Govt. Higher Secondary School participated. Before the rally

started, Shri S K Mehra from the Local Community Health Centre addressed the gathering on HIV/AIDS in which he brought to the notice of the audience about the factors responsible for the dreaded virus. He concluded his address by stating that information and awareness only can combat spread of HIV/AIDS.

Shri S.A. Hussain Director Incharge JSS Hoshangabad gave the welcome address and Ms. Shweta Rajput Programme Officer, JSS Hoshangabad proposed the Vote of thanks.



### JSS Guna

JSS Guna observed World AIDS day on December 1, 2010 by organising an awareness programme at JSS premises. The programme was presided over by Shri A.S. Chouhan, Programme Officer, ZSS and the academic discussions were conducted by Shri Ajay Sharma, District AIDS Cell, Guna. A short film on AIDS

titled 'Ehsas' produced by the State Resource Centre, Indore was screened. At the end of the programme a question answer session was held in which a number of persons participated.

Shri Prashant Vyas, Director Incharge, JSS, Guna proposed the vote of thanks.

## Saakshar Bharat : Review Meeting at Chennai



The National Literacy Mission Authority organised a meeting to review the activities undertaken by the states of Andhra Pradesh,

Managers of State Level Banks including Sate Bank of India and Indian Bank also attended the meeting.

Smt. T.H.Chenthamil Selvi, Director, Directorate of Non-formal/Adult Education, Govt. of Tamil Nadu welcomed the Chief Guest and the participants followed by the inaugural address by Shri Jagmohan Singh Raju. In his address, he briefed the participants regarding the objectives of the review meeting and said the

expectations are more from the three southern states with regard to achievement as traditionally they implement the programmes well. Then, the concerned Directors of Adult/Mass Education made the presentations on all the actions taken and progress made so far.



The issues like survey, uploading of data, operation and maintenance of bank accounts, etc. were discussed in detail. It was decided to organise a separate training programme with regard to uploading of data, management of accounts and meeting of District Level Managers of the three states. In his concluding address, the Director General, NLMA advised the officers of the Ministry to take follow-up action and coordinate to organise both the training programme and meeting at the earliest.

Dr.R.Rajan, Director Incharge, State Resource Centre, Chennai proposed the vote of thanks.



Karnataka and Tamil Nadu under Saakshar Bharat on December 4, 2010. The meeting was held in SSA Conference Hall, DPI Compound, College Road, Chennai. Shri Jagmohan Singh Raju, Director General, National Literacy Mission Authority chaired the meeting. The state Directors of Adult/Mass Education and State Resource Centres from the three states were the participants. Shri D.Jagannathan, Advisor, Tamil Nadu State Literacy Mission Authority attended the meeting as a special invitee.

Shri I.P.S.Bakshi, Director (AE), Dr.Nasim Ahmed, Assistant Educational Adviser (AE), Smt. Poonam Jain, Chief Consultant, Shri Prem Chand, Dr. R.P. Pathak, Consultants from National Literacy Mission Authority,

Smt. Pratiba Singh, Senior Technical Director, NIC and Regional

## Dr. Rajesh elected to DU Academic Council



Dr. Rajesh, Assistant Professor, Department of Adult, Continuing Education & Extension, University of Delhi has been elected as a Member

of the Academic Council of Delhi University for the period 2010-12. He is one among the four postgraduate candidates elected unopposed. The other three are teachers from Law and Modern Indian Languages.

Dr. Rajesh is the Life Member of Indian Adult Education Association from 1993.

## Nothing Stopped Sunita



Sunita is 35 years old and studied upto 5th standard only. She is a resident of Shivpal Village which is 40 k.m. from Akbarpur and belongs to OBC. She is totally deaf and dumb. She was married to Dinesh at Jaitpur and has a child who is two years old. Dinesh is unemployed. She was a student of JSS, Ambedkar Nagar in the year 2008-09 and learnt Cutting & Tailoring and Painting and Hand Embroidery.

After the first child was born Sunita's husband deserted her and hence, now she is living in her parent's house. She has a tailoring machine and undertakes job work in Cutting & Tailoring and Embroidery through which she is able to earn Rs.50/- to Rs.60/- per day.

Eventhough, both the husband and wife are separated for long, her husband still objects her doing the job work. Sunita in her own way said that neither her husband wants to work nor he is able to tolerate her earning a small income. Still she respects her husband as when she was asked about the name of her husband she asked another girl from her village to tell the name eventhough, for all other questions she answered in her dumb language. That is the politeness of Sunita.

## हुनर ने खोली राहें

मात्र पाँचवी तक पढ़ी-लिखी शाहीन खान सिलाई-कढ़ाई का प्रशिक्षण लेने आयी थी। वह कुछ करना चाहती थी, आगे बढ़ना चाहती थी लेकिन जीवन के कठिन संघर्ष ने उसे कुछ नहीं करने दिया। पिताजी फल का ठेला लगाते थे। उसी से घर का गुजारा चलता था। चार बहनों में शाहीन सबसे बड़ी थी। छोटी बहनों को पढ़ाने के लिए उसने अपनी पढ़ाई छोड़ दी किन्तु उसके सामने एक और समस्या आ खड़ी हुई। जब शाहीन की शादी की बातचीत शुरू हुई तो हर व्यक्ति यही पूछता था कि उसने कहां तक पढ़ाई की है और क्या हुनर जानती है? हर बार बात यही आकर अटक जाती थी। इन कमियों के चलते दहेज की भी मांग बढ़ती जाती थी।

अन्ततः शाहीन को एक दिशा मिली। जन शिक्षण संस्थान होशंगाबाद द्वारा होशंगाबाद के ईदगाह क्षेत्र में विशेषकर अल्पसंख्यक महिलाओं के लिए सिलाई-कढ़ाई प्रशिक्षण केंद्र प्रारंभ किया गया। शाहीन ने यहां से सिलाई प्रशिक्षण के अलावा पिलों एवं कुशन वर्क भी सिखा। शाहीन में आत्मविश्वास बढ़ा और धीरे-धीरे उसने अपने आप को इतना प्रशिक्षित कर लिया कि आज वह स्वयं सिलाई प्रशिक्षिका के रूप में अपना कार्य कर रही है। जीवन के कठिन समय में शाहीन ने पैसे की परेशानी को देखा था और आज शाहीन स्वयं पैसे कमा कर अपने घर को चलाने में मदद कर रही है। आज कोई नहीं पूछता कि "शाहीन में क्या हुनर है? क्योंकि वो हुनरमंद हो चुकी है।"



## Obituary



Er. Sunil Kumar Singh expired on December 21, 2010. He was the husband of Dr. Seema Singh, a Life Member of Indian Adult Education Association and son-in-law of Dr.

Madan Singh, General Secretary, IAEA.

Er. Sunil was a B.Tech from the College of Engineering and Management, Warangal, Andhra Pradesh and served on important positions in the field of Metallurgical Engineering in national and international organisations. He left behind his wife and a son.

Padmashri awardee Ishwarbhai Patel, known for his tireless work for the safai sevaks and in field of sanitation passed away in Ahmedabad on December 26, 2010 after a brief illness. He was 77 years old.



Ishwarbhai served as the president of Gujarat Harijan Sevak Sangh, managing trustee of Sabarmati Harijan Ashram Trust, Director of Environmental Sanitation Institute and Founder President of Manav Sadhna Trust-Gandhi Ashram. He pioneered the development of low cost village sanitation and toilet designs, which were later adopted by many developing countries. Being a dedicated and devoted follower of Gandhian philosophy, he was the strong supporter of communal harmony.

The President and General Secretary of Indian Adult Education Association met him on March 25, 2010 at Ahmedabad. Eventhough, he was seriously ill, he enquired about the literacy programmes in the country.

## इतिहासकार मनोहर सिंह राणावत का अभिनन्द समारोह



दिनांक 12 दिसम्बर, 2010 को जर्नादन-राय नागर राजस्थान विद्यापीठ विश्वविद्यालय, उदयपुर में डा. मनोहरसिंह राणावत, उपाध्यक्षए भारतीय प्रौढ़ शिक्षा संघ तथा उपनिदेशक एवं सचिव,, श्री नटनागर शोध संस्थान, सीतामरु (मालवा-म.प्र.) का अभिनन्दन समारोह आयोजित किया गया। समारोह में उनके अभिनन्दन ग्रंथ "इतिहासकार डा. मनोहरसिंह राणावत" का विमोचन भी किया गया। अभिनन्दन समारोह के मुख्य अतिथि श्री दीपेन्द्रसिंह शेखावत, अध्यक्ष विधान सभा, राजस्थान सरकार, जयपुर ने अभिनन्दन ग्रंथ का विमोचन करते हुए कहा कि यह ग्रंथ भावी पीढ़ी का मार्ग प्रशस्त करेगा।

समारोह में मुख्य अतिथि श्री शेखावत सहित जनार्दनराय नागर राजस्थान विद्यापीठ विश्वविद्यालय के कुलाधिपति प्रो. भवानीशंकर गर्ग, भूपाल नोबल्स संस्थान के मैनेजिंग डायरेक्टर श्री तेजसिंह बांसी, डा. नारायणसिंह, बड़ौलीमाधोसिंह, अध्यक्ष, क्षत्रिय महासभा निम्बाहेडा तथा प्रो. कल्याणसिंह शेखावत और प्रो. के. एस. गुप्ता भी शामिल हुए।

कार्यक्रम के समापन पर प्रो. गुप्ता ने उपस्थित सभी विद्वानों, गणमान्य, नागरिकों, पत्रकारों, बहनों, एवं भाइयों के प्रति आभार व्यक्त किया। समारोह का संचालन, डा. मेघना शर्मा, व्याख्याता, मोहनलाल सुखाड़िया विश्वविद्यालय, उदयपुर द्वारा किया।

## JSS Review Meeting at Chennai



The Directorate of Adult Education, Govt. of India organised a two day meeting at Chennai on December 4-5, 2010 to review the progress made by the Jan Shikshan Sansthan in implementing the approved vocational

training programmes for the year 2010-11. The participants were Directors of Jan Shikshan Sansthan from the states of Andhra Pradesh, Karnataka, Kerala and Tamil Nadu. The meeting was held in the conference hall of Tamil Nadu Text Book Corporation, DPI compound.

Shri Jagmohan Singh Raju, Director General, National Literacy Mission Authority Chaired the meeting. In his brief address to the participants, he emphasised

the importance of computer literacy, capacity building of JSS functionaries and particularly the Directors and adoption of standardised and approved curriculum for the courses conducted by Jan Shikshan Sansthan.

Smt. T. H. Chenthamil Selvi, Director of Non-formal/Adult Education, Govt. of Tamil Nadu attended the meeting as a special invitee.

Shri S. Ramakrishna, Joint Director and Shri A.S. Vohra, Senior Technical Assistant, Directorate of Adult Education, Govt. of India facilitated the discussions.

Shri P. Thangavel, Director, Jan Shikshan Sansthan, Chennai welcomed the guests and the participants.

## External Evaluation of Jan Shikshan Sansthan Farrukhabad



Indian Adult Education Association conducted External Evaluation of Jan Shikshan Sansthan, Farrukhabad from December 8-12, 2010 to assess the quality of the programmes organised and the impact of the programmes on the beneficiaries. The

assessment was done for the three years i.e. 2007 to 2010.

The evaluation team consisted of adult educators, vocational education experts, research analysts and financial experts. Stratified random sampling method was used to select 150 beneficiaries fairly covering rural, urban blocks, males, females, SC, ST, OBC, Muslims minorities and others. The evaluators also interviewed the Chairman, members of the Board of Management, PRI members, representatives of the collaborating agencies, Director and staff of JSS. Secondary data was taken from the reports, record, registers and accounts books. The evaluation team also visited a few ongoing vocational training centres to personally see the facilities available and met successful ex-beneficiaries who are engaged in self/wage employment.

## राज्य संसाधन केन्द्र, रायपुर

### अंतर्राष्ट्रीय मानव अधिकार दिवस पर संगोष्ठी



अंतर्राष्ट्रीय मानव अधिकार घोषणापत्र के 62 वर्ष पूरे होने तथा छत्तीसगढ़ के प्रथम स्वतंत्रता संग्राम सेनानी अमर शहीद वीर नारायण सिंह के शहादत दिवस के अवसर पर राज्य संसाधन केन्द्र, छत्तीसगढ़

द्वारा आज 10 दिसम्बर (शुक्रवार) को संगोष्ठी का आयोजन राज्य संसाधन केन्द्र के सभागार में किया गया। कार्यक्रम की अध्यक्षता अंतर्राष्ट्रीय ख्याति प्राप्त कृषि अर्थशास्त्री डॉ. श्री डी. के. मारोटिया ने की। मुख्य अतिथि देशबंधु पत्र समूह के प्रधान संपादक तथा राष्ट्रीय साक्षरता मिशन के सदस्य श्री ललित सुरजन थे। विशिष्ट अतिथि देशबंधु के संपादक श्री शाशांक शर्मा एवं कार्यक्रम में वीज वक्तव्य श्री तुहिन देश निदेशक स्टेट रिसोर्स सेंटर छत्तीसगढ़ ने दिया। इस अवसर पर राज्य संसाधन केन्द्र, छत्तीसगढ़ द्वारा मुस्लिम अल्पसंख्यक महिलाओं को साक्षर भारत कार्यक्रम से जोड़ने के लिए "मुबारक हो शाबनम चल पड़ी तुम्हारी कलम" नामक पोस्टर का विमोचन भी किया गया। कार्यक्रम का संचालन राज्य संसाधन केन्द्र के प्रशिक्षण प्रकोष्ठ प्रभारी आरती श्रीवास्तव ने तथा आभार समन्वयक सोनम ने किया। संगोष्ठी में श्री प्रशांत पाण्डे (सहा संचालक, रा.सा.मि.प्रा.), माया सुरजन (संपादक बाल स्वराज), श्रीमती उषा वलैय्या, श्री सुनील राय, श्री डम्बरुधर दीप, श्री पतंजलि मिश्र, श्री बिहारी लाल बाग्धे, साहित्यकार, सुधा वर्मा, डॉ. मृणालिका ओझा, बी.एच. मिश्र, डॉ. पुरुषोत्तम चंद्राकर, किरण साहू, कमल नारंग एवं सुरेश मिश्र सहित शहर के प्रबुद्धजन बड़ी संख्या में उपस्थित थे।

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

Tel: 011-23379306, 23378206, 23379282

E-mail: [iaeaindia@yahoo.com](mailto:iaeaindia@yahoo.com)

**Editor: Dr. Madan Singh**

Website: [iaea-india.org](http://iaea-india.org)